

Educational Supplement

JULY 18 1986 NUMBER 3655

FIRST PUBLISHED 1910 PRICE 55p

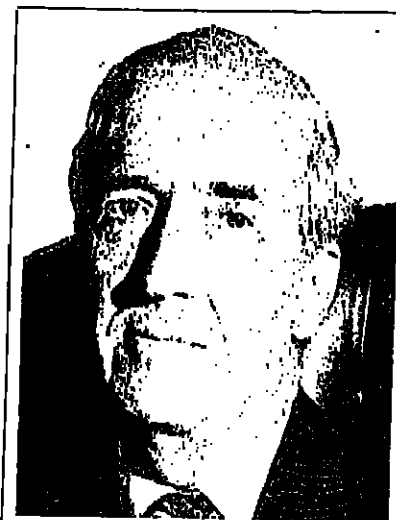
A bad habit of mine when reading is to tilt backwards on the rear legs of my chair. Yesterday while alone in my dean's room, I toppled right over and cracked my head on the filing cabinet. It's my last term as dean of the faculty of arts, and for a moment I felt that the furniture wanted to be rid of me.

As I rubbed my bruised crown, I reflected that, like many teachers at this time of the year, I was probably suffering from slight exhaustion and needed a holiday. Holidays mean a great deal to me - holy days - when I can create a happiness to recall and savour while sitting in a Manchester traffic jam in wet November.

Many people have limited ideas about holidays. I once met a highly successful businessman who every year took just two weeks off at the same hotel in Aix-les-Bains. The first week he spent flat out in bed, and then during the second he began to walk about slowly in the lounge and garden. After 14 days he returned straight away to his hectic business routines.

A few weeks ago, our visiting American professor on a trip to Rome started talking to a couple of tourists from Wisconsin. When she told them she'd already been there two weeks, they looked astonished and asked: "What on earth can you find to do for two weeks in Rome?"

It's not just Americans. As we all know, many British visitors to the Mediterranean transform their hotel and beach into imitation Blackpools. Apart from the weather,



BRIAN COX

Travel agents

Teachers should assert that visiting Chartres is better than a quick fry at Benidorm

their total experience would have been much the same at Bultin's. This may sound arrogant, and I've every sympathy with hard working people who want to rest and sizzle on a beach, but it's a loss to them if they're unresponsive to the attraction of foreign countries.

So how should teachers help children to enjoy holidays? The quality of school trips varies considerably, and I'm not surprised that many teachers don't want to undertake such demanding chores. I must admit I've never taken a party of children abroad and I hope I never shall. My own three children were enough of a handful. At Easter I flew to Paris to give some lectures. On the plane was a group of 12-year-olds, well-behaved but lively and excited. As I walked away at Charles de Gaulle, I felt glad to leave the teachers and their responsibilities behind.

School trips can be full of pitfalls. A friend of mine once took a party of children to Paris. At the Eiffel Tower he failed to respond quickly enough to the problem of lifts, and ended up with children on different levels, including the top. If that had happened to me, I'd have suffered for life from nightmares of falling bodies.

I'm sure that on the best trips the children should engage in some specific activity, from learning to ski to carefully prepared visits to archaeological sites. Ted Hughes thinks

young people who attend Arvon Foundation courses often respond best when their teachers are absent. For such students, to live away from home, however briefly, can become a process of joyous self-discovery with which established pupil-teacher roles may interfere.

One way we can help is to get rid of specialization at A level and introduce a wide range of options, including subsidiary courses to enhance enjoyment of leisure. On my holidays, I regret that I don't know more about buildings and paintings and sculpture and stained glass. At least I studied four subjects in the sixth form under the old Higher School Certificate system, but I wish I'd been able to take subsidiary modules in history of art or music, as American students do.

Teachers shouldn't be frightened to assert that we do have something to offer, that to spend a holiday reading Tolstoy or visiting Chartres or listening to Vivaldi out-of-doors in the evening at Aix-en-Provence are enriching, better than a quick fry at Benidorm.

And holidays can take off, become truly a personal re-creation. In winter when I can't sleep, I go over in my mind so many exquisite moments - watching a family of otters while canoeing on a remote lake in Ontario, swimming on my back on a hot day

at Annecy in the French Alps, gazing at the mountains. At such times Wordsworth seems right after all, and I feel almost mystical, that there's a bond of relationship between man and nature.

"a sense sublime
Of something far more deeply interfused,
Whose dwelling is the light of setting suns,
And the round ocean and the living air,
And the blue sky, and in the mind of man"

My wife and I discovered Annecy on a hitch-hiking holiday in 1952. We had been to the Alps before, and never seen television or colour film, so the extraordinary beauty of the blue-green lake came as a wonderful surprise. I recall watching people in evening dress in the garden of the Imperial Hotel, and wondering if perhaps later in life I might be able to afford to live there. Over the years I've often recalled the image of gracious living.

Last year after a long gap, we revisited Annecy again. As we walked through the new public gardens near a modern swimming complex, we came across the Imperial Hotel, now derelict. Among the crowd was glad to recognize a true egalitarianism: the provision of what's best for all who are willing to respond. The old aristocracy had departed, and we walked in their garden and swam from their private beach.

For all teachers who fall off their chairs this week or stumble from fatigue, I offer prayer that you may soon reach such an oasis, under a sunshade with trout and white wine.

NEXT WEEK

Children's rights
David Dale on the excesses of the ideological "liberators"

Toy advertising
A critical look at marketing strategies

The trouble with CATE
Jean Ruddock on the teacher training criterion

Officer material
Andrew Rowe MP argues for a staff college for heads

NOTICEBOARD

PEOPLE...

Mr David Ward, head of Hulme Grammar School, Oldham, to be rector of Huthwaite Grammar School from January.

Mr John Crowdon, director of academic development at Trinity and All Saints' College, Leeds, to be vice-principal of St Martin's College, Lancaster, in succession to Miss Janet Trotter, who is to be principal of the College of St Paul and St Mary, Cheltenham. Professor John Toye, professor of development policy and planning and director of the Centre for Development Studies at University College, Swansea, to be director of the Institute of Development Studies at the University of Sussex from August.

CONFERENCES...

July 11-13
Association for the Psychiatric Study of Adolescents Anglo-Dutch congress on *The In-Between and the Go-Between* at the Lewis Centre, Nottingham, University of Hull.

September 3-5
The Historic House - a Forum for Education and the Arts - Heritage Education Trust conference at St Mary's College, Strawberry Hill, Twickenham. Details from Marilyn Dyer, St Mary's College, Strawberry Hill, TW1 4SX.

September 5-7
Ideals into Action - World Studies Network conference at University of Nottingham. Fee £25. Details from Lesley Hagon, Inset, The Cedars Centre, Kilton Road, Farnborough, London E13.

September 8-10
Teacher - European conference on

technology transfer and innovation at University of Salford. Details from Lauren Roberts, Conference Office, University of Salford, Salford M5 4WT.

September 18
Economics Association conference on the Keynesian monetarist debate at Queen Mary College, London EC1 for A level economists in their second year of study. Speakers include Daniel Jeffries, Chris Pond, Ken Livingstone and Patrick Milford. Details from Mr Eric James, 53 Cannon Lane, Pinner, Middx.

COURSES...

July 19-22
How Are We Going? Worldwide Education Service of the Parents' National Educational Union residential course especially suitable for teachers from outside Great Britain, at Easthampstead Park, Wokingham, Berkshire. Details from Anna Lisa Taylor, WES, Strode House, 44-50 Osneyburgh Street, London NW1 3NN, telephone 01-387 9228.

September 3-5
Community Psychology in the Late 80s aimed at basic grade psychologists, but of interest to senior-grade clinical psychologists and educational psychologists with a wider brief at Castle Priory College, Oxfordshire. The course organizers are Mike Bender and Nick Bellow and speakers include John Hall, Maria Henyyn and Tom McClelland. Fee £48 tuition, £42 residence. Applications to The Principal, Castle Priory College, Thames Street, Wokingford, Oxfordshire OX10 0HE.

September 8-12
Leading and Managing Large Primary and Middle Schools

organized by the National Association for Primary Education and the National Development Centre for School Management Training at Whitelands College, London SW15. Director Henry Pluckrose; tutors Norman Thomas and Professor Philip Gamage. Details from Christopher Jarman, RICE Office, Digby Stuart College, Roehampton Lane, London SW15.

September 11
In-service Training and Development Group of Croydon College one-day course for staff new to teaching in further and adult education and for those returning to teaching. The day will consist of sessions on planning lessons and schemes of work, workshop activities and practical work with CCTV. Fee £30. Details from Croydon College, Fairfield, Croydon CR9 1DX.

EVENTS...

July 12
John Clare Society Festival at Helston, the birthplace of the poet, near Porthleven. The day will include poetry readings, music, and photography displays and the children of the John Clare Primary School will make "midsummer cushions". Details from Reverend Brian Blad, Chairman, The Parsonage, Helston, near Porthleven, Cambridgeshire.

July 18
Seymour Papert, the inventor of Logo, the computer programming language for children, will be speaking at the University of London Institute of Education at 10am. Teachers and pupils of all ages welcome. Details from the Mathematics, Statistics and Computing Department, Institute of Education, 20 Bedford Way, London WC1H 0AL.

September 13
Teaching Today - for Tomorrow the title of the Christian Schiller Memorial Lecture at the Whitehead Theatre, Goldsmiths' College, New Cross, to be given by Leonard Marsh at 11am. Admission free, all welcome.

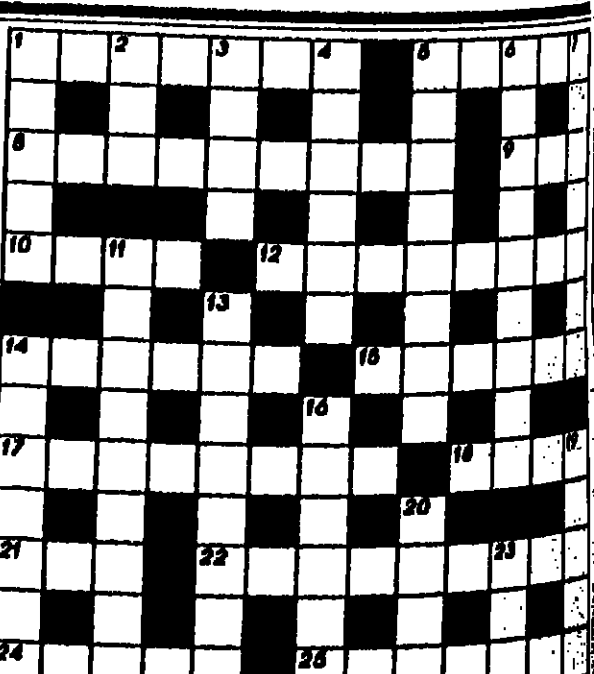
INFORMATION

Biology
The Institute of Biology, education division is interested in contacting teachers who are currently developing, or would like to develop, biological materials for use in CPVE/TVEI with a view to collating present work and identifying future needs. Readers are invited to write to Mrs V Smith, 3 Devonshire Road, Hemel Hempstead, Herts.

PUBLICATIONS...

Footnotes
Footnotes is published by the Schools' Poetry Association, Twyford School, Winchester, Hants and is available free to members of the association or £5.00 for non-members. It is published twice a year. The subscription of three issues. Sheffield Division of Education Two recent publications include *Pastoral Care and Truancy* by Roger Grimshaw and John Pratt: a study of pastoral care in action, outlining a new approach to truancy (price £2.75) and *Can Education Account for Itself?* by John Gray, Valerie Hannon, and Stewart Ranson: a report of the conference attended by local education authorities on methods of evaluating and managing effective education (price £1). Both are available from: Publication Sales, Division of Education, Arts Tower Floor 9, University of Sheffield, Sheffield S10 2TN.

No 262 CROSSWORD by Ruff



ACROSS

- 1 The has processed peas savoury (7)
- 5 It's an order which sometimes perpetuates his name (5)
- 8 Doing badly as a truant? (3, 2, 4)
- 9 Unlicensed brewers may make it (3)
- 10 Snick a boundary? (4)
- 12 As seen in the constellation Pegasus? (8)
- 14 Number of the Spanish flag (6)
- 15 No rise for those more advanced in service (6)
- 17 Holding an avuncular attitude (8)
- 18 Where various bar-men work (4)
- 21 Haul back the fishing line (3)

DOWN

- 1 It's near the cathedral (5)
- 2 Catch a number up (3)
- 3 It may be powder or cream (7, 4)
- 4 Good fellows left on board (6)
- 5 Rome's incorruptible placed in England (8)
- 6 Irrational belief in education (9)
- 7 A paid informer? (7)
- 11 Dapsite later - in pursuit? (4, 5)

13 Alice found it was talking - at Benidorm (3, 5)

14 Buy a book containing an essay called (7)

16 Get out the examples, or the document (10)

19 Way out drink (4)

20 Not a Shakespearean (3)

23 Naturally a lack of (3)

Solution to Puzzle 251

Poll confirms poor public opinion of secondaries

by Barry Hugill and Jeremy Sutcliffe

An opinion poll to be published later this month will show widespread public dissatisfaction with secondary school provision in England and Wales - rating it third from bottom in a "league table" of local authority services.

MORI researchers found that only 31 per cent of those interviewed were satisfied with the secondary schools in their area. However, the statistics show that parents with children attending school were much more likely to be satisfied. The poll shows a 60 per cent satisfaction rating among "users".

The poll was conducted for the Audit Commission and will be repeated every two years. MORI interviewed a larger than average sample of 2,000 people.

The Commission sought public response to a range of 17 local authority services. Only street lighting and road maintenance were rated lower than secondary education.

The response in inner London is a surprise. Eighteen months ago MORI conducted a similar poll for IEA which found that over half of parents were happy with their children's schools. Research conducted by the authority's own staff three years ago found a satisfaction rate among parents.

A possible explanation for the inner London figures is the relatively high proportion of people who were not

able, or prepared, to give an answer. Seventeen per cent of Londoners were satisfied, 27 per cent dissatisfied and the rest were "don't knows".

Mr John Banham, controller of the Audit Commission, said that the poll showed widespread satisfaction with many aspects of local authority provision. People were particularly pleased with the work done by the fire service, the police, the libraries and refuse collectors.

"Most parents are happy with schools although the public as a whole is not. That would seem to indicate that there is little wrong with the product but a real image problem."

Mr Banham said that he was worried about the London figures because they were far worse than those for other parts of the country. "It is not a phenomenon confined to education. It is something we see in other services - in housing, refuse, management of cash, almost anything you look at in inner London, despite very high expenditure."

"Proportionately, the Inner London Education Authority has very much higher non-teaching costs per pupil. Part of the reason is that there are very real problems facing inner London. The question is whether there are lessons to be learned from those authorities outside London which have the same kind of difficulties, which could be applied to the capital."

An IEA spokesman said that the poll was at variance with all other research findings. "There has just been an election and Labour got a very strong mandate. That does not indicate a high level of dissatisfaction."

Mr David Mallen, the IEA officer responsible for schools, said that he found the poll findings "surprising". But he added: "I don't want to appear complacent because we are concerned to do all that we can to raise standards."

Full details of the poll will be published on July 31 and will almost certainly cause a political row.

The Labour Party will point to the low regard in which schools are held as further evidence of a state system seriously damaged by Government spending restraints. Conservatives, however, will note Mr Banham's observation that authorities spending a great deal less than IEA have achieved a higher satisfaction rating.

Shortage fears grow

Applications for teacher training in modern languages, chemistry, physical education and religious education are all well down on this time last year, fuelling worries that the recruitment crisis in maths, physics and technology could soon be matched in other subjects.

The number of people applying for Postgraduate Certificate of Education courses in French, German and other languages have all dropped by about 25 per cent.

Similar falls are being felt in applications for physical education on both PGCE and Bachelor of Education courses.

Chemistry applications at PGCE are 23 per cent down and applications from graduates to be trained in RE teaching have fallen by about 17 per cent.

Overall, applications for secondary education PGCE courses have fallen by 17 per cent compared with this time last year. But the drop for primary education places is negligible.

The numbers applying for BEd training and some one-year certificate courses have fallen by 6 per cent. Far fewer men are applying.

The drop in maths applicants for PGCE is about 10 per cent down on last year's 1,100 applicants. CDT applicants for PGCE are actually up on last year and figures for BEd courses are steady. There has only been a slight fall for Physics PGCE applications.

This suggests the bursary scheme, offering £1200 tax free in addition to the normal grant for students in these areas from September, may be having some effect.



SHORTAGE SUBJECTS

What the DES plans
Pages 10 & 11

Co-opted teacher in the chair

by James Melkile

A "hung" authority has voted to allow teachers to chair education committee meetings because the political parties cannot agree who should take charge.

Mr Jim Milne, one of three co-opted teacher members on the education committee, is the first to take the chair in Hillingdon which was controlled by the Conservatives until May.

The Labour group, which became the biggest single group on the hung council, nominated in rather than let the Conservatives take the chair as they had with Liberal support on other committees.

Mr Milne, president of the local National Union of Teachers, is in charge for the present cycle of committees but others of the nine co-opted members, including teachers, church representatives, a parent teacher association representative and a member of the Hillingdon Campaign for the Advancement of State Education, are also being asked if they are ready to take the chair.

Mr Brian Hudson, Labour education spokesman, said: "I do not see the benefit of letting the Conservatives get their grubby hands on education if other people will do the job."

"We want to involve the community more in education. This enhances its role and gives people a greater understanding of the bureaucracy."

Mr Milne, who teaches computer studies and maths at Evelyns Secondary School, said taking the chair was an unusual and daunting job.

"I am not there to influence policy. I am there to oil the wheels of administration, to sign pieces of paper between meetings and to let the meetings themselves take place."

As a member of the NUT, Mr Milne is in dispute with his employers over cuts imposed by the previous administration.

Labour is hoping to introduce a new budget that will allow for an expansion of education.

The Hillingdon solution would not be possible under changes suggested by the recent Widdicombe report on local authority business which considers that membership of decision-taking committees should be limited to councillors.



Jim Milne... oiling wheels

am there to oil the wheels of administration, to sign pieces of paper between meetings and to let the meetings themselves take place."

As a member of the NUT, Mr Milne is in dispute with his employers over cuts imposed by the previous administration.

Labour is hoping to introduce a new budget that will allow for an expansion of education.

The Hillingdon solution would not be possible under changes suggested by the recent Widdicombe report on local authority business which considers that membership of decision-taking committees should be limited to councillors.

Labour is hoping to introduce a new budget that will allow for an expansion of education.

The Hillingdon solution would not be possible under changes suggested by the recent Widdicombe report on local authority business which considers that membership of decision-taking committees should be limited to councillors.

Labour is hoping to introduce a new budget that will allow for an expansion of education.

The Hillingdon solution would not be possible under changes suggested by the recent Widdicombe report on local authority business which considers that membership of decision-taking committees should be limited to councillors.

Labour is hoping to introduce a new budget that will allow for an expansion of education.

The Hillingdon solution would not be possible under changes suggested by the recent Widdicombe report on local authority business which considers that membership of decision-taking committees should be limited to councillors.

Labour is hoping to introduce a new budget that will allow for an expansion of education.

The Hillingdon solution would not be possible under changes suggested by the recent Widdicombe report on local authority business which considers that membership of decision-taking committees should be limited to councillors.

Labour is hoping to introduce a new budget that will allow for an expansion of education.



EDUCATIONAL SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

Yet more exam criteria

The report of Mr Stuart Johnson's Secondary Examinations Council working party on criteria for "pre-vocational courses pro-16" has been eagerly awaited as an essential sequel to Mr Oscar de Ville's report on vocational qualifications.

There have been genuine fears that the vocational examining bodies have predatory eyes on the secondary school market and that the upheaval of GCSE reform – worth the effort if it would now bring stability to the secondary curriculum – is now going to be followed by a marketing bonanza for the likes of City and Guilds.

Such fears have not been assuaged by reports of the readiness of vocational examiners to start undercutting the General Certificate of Secondary Education almost before it has got under way.

The reform of GCSE has got rid – formally at least – of the dichotomy between GCE and CSE. It has created what should in time become a single system of examining. The question which the Johnson working party had to answer was how to treat the FE examining bodies which had already begun to penetrate the schools with courses leading to such

exams as the City and Guilds foundation certificate. Competition between the GCSE and FE boards could perpetuate the kind of divisions which the merging of the other 16-plus exams was intended to diminish.

Better Schools ordained that the FE examinations should be allowed to maintain a foothold in the schools, but Stuart Johnson and his colleagues were told to devise criteria which would somehow make them compatible with GCSE.

The working party's report now provides an outline of how this could be done. Its concept of "pre-vocational" is broad and general. It speaks bravely of the need for all pupils to have access to pre-vocational education. It has tried to make the criteria broad enough to encompass a good deal which already comes within the ambit of GCSE.

It remains to be seen whether this attempt to ride all four of the Better Schools horses – breadth, balance, relevance and differentiation – has come off. The rhetoric on comprehensiveness is there all right, but the exponents of pre-vocational studies are doubtful if it resonates with the underlying meaning of the exercise. In practice, they say, whatever

anyone may argue, these will be the qualifications for the pupils who never look like slitting in GCSE. But are these criteria those which most suit their needs? Or have the goats lost out once more in a well-meaning attempt to avoid splitting them off from the sheep?

All this goes to the heart of the great unresolved questions of secondary education. There is the same rhetorical insistence that the Technical and Vocational Education Initiative is meant to stretch across the whole ability range. The brute realities have been otherwise.

The theoretical basis of the GCSE, with its notional spread extending only to 60 per cent of the ability range, leaves a gap which the pre-vocational courses and exams can hope to fill. If this leads to a de facto "14 plus" and a fork in the road, one route leading up through GCSE and the other through the CPVE and vocational qualifications, this would no doubt pain the Johnson working party, but could not be wholly unexpected.

The alternative would be to extend the range of exams offered in GCSE. But this would mean keeping the Manpower Services Commission at bay, and this is not part of the DES's present agenda.

COMMENT

Who governs governors?

The brouhaha over the punk rock squatter who became a primary school governor (page 8) is likely to subside without any lasting damage. The gentleman concerned, while denying last week's *Sunday Times* allegation that he is involved with drugs as well as being an ILEA governor, has apparently never turned up at governors' meetings or at the school, is reported to have offered his resignation, and is in any case due to end his period of office.

What is more serious is the reminder that it is still so easy for someone wildly unsuitable to be appointed as a school governor, and that legitimate methods for getting rid of such appointees remain shrouded in obscurity.

What creates the openings for unsuitable qualified aspirants to office, of course, is that a quite undesirable number of political governors is still put in to do the job. As the ILEA officials point out, with 1,000 schools in the authority it is impossible to monitor every appointment, particularly since local political parties may be asked to nominate up to nine governors to each county and primary school in the constituency.

So far as ILEA is concerned that means largely the dominant Labour Party, which in many areas simply cannot find enough people sufficiently interested, conscientious or qualified to fill all the vacancies that arise. Some who emerge are very good indeed. Others tend to be rubber-stamped late at night in a smoke-filled room.

And, although ILEA's Conservative opposition is predictably righteous in this instance, Conservative associations nationally often have exactly the same difficulties in drumming up sufficient suitable governors, especially in areas where they have the patronage as ruling party. The problem has of course been exacerbated for both parties by the 1980 Education Act, requiring the appointment of a governing body for each school.

The new Education Bill now passing laboriously through Parliament stops this proliferation of political governors and curbs their dominant role, but it is still far from clear how far the Bill's original intentions will be carried through, or how far a new sense of

responsibility will govern selection of local authority nominations, or indeed the alarmingly high number of co-optations envisaged.

It will in any case be several years before a new Act can be fully implemented. Meanwhile, the ILEA is busy reconstituting governing bodies. Having decided, rightly, that more black governors were needed to reflect the schools' communities, they went on to take the much more doubtful decision that this should be dealt with by insisting that each school governing body should co-opt two additional black governors, if necessary from a central list. Which may be a way of ensuring that black voices are heard, but not necessarily those in the school's own community.

ILEA has also decided that an extra parent governor should be appointed to each school – again good news for those who want to give added strength to everyone with a genuine stake in the school. But the bad news is that extra i.e.a. appointments are to be made to balance them. And that means that the bottom of the pork barrel will have to be scraped many more times in the next four years, and it will remain possible for punk rockers – or worse – to emerge.

Centres of excellence

The columns of *The Times* echoed recently with what sounded like a splendid battle-royal in the music-educational ether. Mr Bernard Levin led the charge. The enemy were the massed ranks – all five of them – of the specialist music colleges, whose crime had been to gang up on the Royal Academy of Music. The latter had had the temerity to declare itself a future centre of excellence. It was going to launch an appeal for extra funds with which to hire virtuoso teachers; it was going to prune its student numbers, the better to teach those remaining.

"The barbarians are at the gates," shouted Levin. "Music falls to the mediocrities," shouted his headline. If the Royal College of Music, the Guildhall, and their sister institutions were opposed to the bold and brave Academy, they clearly had to be opposed to excellence. QED.

There has been a disagreement – but the truth is far from simple. There is



little doubt that the Academy, as an institution which is directly funded by the DES, has tried to steal a march on the other colleges: it has asked the DES to give it preferential treatment, with a view to hoisting itself on to a higher pedagogical plane.

There is an implicit suggestion that if its plan comes to fruition the phrase "centre of excellence" or "international centre of excellence" will not apply to the others. Sir Keith Joseph's predilection for such things, combined with its competitors' natural suspicion, lent credence to the notion that the DES might have tipped the wink to the Academy. As one put it, their fear was not of becoming second-rate, but of being regarded as such, with predictably damaging results.

The Academy has been attacked for trying to scoop the available pool of sponsors with its appeal, but in fact the Royal College has itself just raised £5 million in this way. Moreover, the RCM has put a similar proposal to the DES whereby it too may cut its student numbers and go for a greater concentration of excellence. The DES hasn't made a decision yet. If it were to favour one over the other many would regard that as grossly unfair.

But unfairness is the name of the game. They are all, in their different ways, centres of excellence. Barry Douglas, who has just won the Tchaikovsky piano competition in Moscow, trained at the RCM, and Carl Flesch violin competition (which travels worldwide) two are studying at the Guildhall. One of those, incidentally, is from Peking, with all the world to choose from; he chose to study here.

England and Wales youth cohort study: preliminary results 1985. Social and Community Planning Research.

A class of 1985

People must have got so tired of being told that qualifications no longer guarantee you a job that they may be forgiven if they seize upon the latest MSC survey as a welcome indication that some of the old verities stand.

The survey is the first instalment of a longitudinal study which is following through a cohort of 8,000 boys and girls who were 16 in 1985.

Of these, some 37 per cent had remained in full-time education; 29 per cent had a full-time job; 17 per cent were on YTS; 15 per cent were unemployed and a residual 2 per cent were "doing something else", which included part-time work.

A 15 per cent unemployment rate is truly appalling, seeing that this tally is struck after discounting YTS. The breakdown which the survey now provides shows the close connection between educational performance and the chance of a job. Among those who had left school (or FE college) and entered the labour market, those with any graded qualifications at GCE or CSE were more likely to be in a job or on YTS than to be unemployed.

In the case of those with no graded qualification – who accounted for 40 per cent of the unemployed 16-year-olds in this survey – the reverse was true.

There are several things to say about these findings. The first is a minor point. It is refreshing to see recognition given to the full range of graded qualifications. Too often lately critics like the Audit Commission have pretended that nothing below the O level/CSE grade 1 counts.

The second is that the educational implications are not quite as reassuring as they might at first sight appear.

Getting no qualifications is clearly the surest way of getting selected for unemployment. But unfortunately it doesn't follow that if more pupils got more qualifications, more of them would get jobs. Still, it is as well to be grateful for small mercies: at least the survey did not produce the negative correlation between schooling and jobs which Lord Young's philosophy appears to assume.

England and Wales youth cohort study: preliminary results 1985. Social and Community Planning Research.

Second opinion

Not just competing for soft options

As the person responsible for making the comprehensive school to which London TV viewers were now "treated" (TES, July 11), allow me to respond to the wave of hysteria about the *London Programme*. The "man" and Harry Greenway helped to orchestrate in these last heady days of the summer term.

The firm impression created by *London Programme*'s highly selective portrayal of Dick Sheppard School PE teaching, reinforced by *The Times* and your own leader, was one of "non-competition". This was one of those for whom competition was optimized by a little known past stool-ball, which was widely reported as being played with a soft ball. Amusingly, this fact more than any other seems to have stuck in the gills of those for whom competition was "hard": a telling symbolism.

Had LWT wanted to show an accurate picture of the school, they would have ensured that my and the teachers' description of its main features, all of which were included in interviews, remained in the programme. For the benefit of those who were not convinced by the previous enthusiasm and sense of endeavour shown by the girls and boys themselves, the points can easily be summarized.

Firstly, in all our activities we involve both girls and boys. As in other subjects we do this quite simply in a mixed school, in the absence of any convincing arguments to the contrary. We find that at all ages girls participate fully and successfully together, and that girls who choose to play cricket and soccer succeed as well as boys. While there are some opportunities for girls' soccer matches outside school, and many more for boys' clubs and "colts" teams (all of which are actively pursued by the PE staff on behalf of our most able) there are unfortunately virtually no inter-school mixed gender matches at present.

Secondly, we offer choice to our pupils, from a variety of nearly twenty PE activities taking place in the school in curriculum time. The result is a highly motivated group of fourth and fifth year pupils, all of whom have the maximum opportunity to participate, to enjoy and succeed at PE. This results in a drop-out rate which is negligible, and certainly way below that of other schools, many of whom dare not make PE a compulsory activity in the school.

Finally, we are competitive. A child attempting a length of our swimming pool on her own is competing against herself, striving to improve her skill and ability; a pair of pupils practicing volleyball in the sports hall are competing against each other; so are our girls and boys who play soccer and cricket as team games within the school.

Had the *London Programme* had the opportunity to film and record the screaming of excited children watching our swimming gala, supporting their friends on the running track, or chasing the hockey ball in the gym, they might have been better to demonstrate that we certainly can be as competitive as any school and more comprehensive than most.

Paul Farmer

Paul Farmer is head of Dick Sheppard School, Tulse Hill, London.

no comment

"The Covenant was a deal done on the 'you scratch my back I'll scratch yours' principle." From a Religious Studies O level script received at the London Board of a school in Ireland.

NEWS



A group of African musicians from the Akiowa Centre in Essex joined in a Thanksgiving Festival at Mayflower secondary school, in Billerica this week together with children from three local special schools as part of a project to develop multicultural education.

Breakdown of talks may lead to more pay docking

by James Melkie

Local authority employers are preparing to step up legal sanctions against teachers for breach of contract if the pay and conditions talks break down. Docking of pay for refusing to cover for absent colleagues can be expected next term as authorities tighten their line following a recent High Court ruling, which the National Union of Teachers has decided not to challenge.

The union, which had argued that teachers were not obliged to provide cover, is believed to have spent £200,000 fighting the case. However, it believes the money was well spent since it deterred some authorities from docking pay in the recent industrial action until judgment was made.

Legal opinion being considered by the Inner London Education Authority advises that parents' meetings, staff meetings, setting, marking and in-

struction of examinations, preparation of lessons and homework, and completion of pupil records, outside school hours are professional obligations.

There is no advice on docking money for failure to carry out such activities. Employers meet on Monday to draw up a package on salaries, duties, appraisal and future negotiating machinery. They will discuss the proposals with teachers' leaders in Coventry next Friday and Saturday.

There have been few hints about the cost, except that it will be considerably more than the £1.25 billion-over-four-years offer made by the Government last autumn, which would have added about 8 per cent to salaries by the end of the decade.

Any package would have to include

an expensive new deal on conditions for primary teachers to stand any chance of progress.

Evidence submitted to the separate inquiry into Scottish teachers' pay may give some clues to the contents of the hoped-for package. There, the Labour-led authorities have suggested a structure that could add 18-20 per cent to the pay bill in return for a stricter contract.

The Government had said, before the inquiry, that there was 10 per cent extra money available over two years.

Mr Kenneth Baker, the Education Secretary, may give some idea of the money available for English and Welsh staff when he addresses the Council of Local Education Authorities in Coventry today.

Teachers fear the Government wants to take a more interventionist line. The Scottish Education Department's paper says it could either withdraw from participation in pay and conditions talks or, in fact, have the power to determine a settlement if joint negotiating procedures between employers and teachers broke down.

The NUT decision not to challenge the ruling of Mr Justice Scott that cover was a professional obligation was announced on Wednesday.

Mr Doug McAvoy, deputy general secretary, said the union would take a positive line and try to negotiate agreements with the employers on maximum class sizes and guaranteed non-teaching time for all teachers. This should give some protection.

Lunch supervision rethink

Headteachers have achieved a significant breakthrough in their campaign for better midday supervision arrangements.

Their refusal to co-operate with schemes which they consider underfunded and under-supervised has forced local authorities to change their attitude towards national talks.

The Association of Metropolitan Authorities, which had previously argued that midday supervision was a matter

for local negotiation, now wants to try for a national agreement.

The Association of County Councils has also invited heads to "further joint discussions" over the problem.

Meanwhile, an attempt to reverse a Government move to stop free school meals for children whose parents receive the new family income credit payments failed in the House of Lords on Tuesday. The credit payments are proposed in the Government's new Social Security Bill.

College of the Air plans unveiled

by Mark Jackson

Details of the College of the Air, the plan to provide adult training through television and radio, are to be announced by Lord Young, the Employment Secretary today.

Top executives from the BBC and the independent television and radio companies will flank Lord Young at a meeting in London where the scheme will be set out. Representatives of the Manpower Services Commission, who will have the overall responsibility for setting up and supervising the system, will also be present.

College of the Air broadcasts – aimed at providing the basis for training and retraining of the low-skilled, the unemployed, and school leavers – will start in September next year. The broadcasting organizations will donate the air time, and the Government is providing £5 million for initial materials and start-up costs.

Further education colleges, adult education institutes, and firms and industry organizations of all kinds are being invited to join in by running courses built around the broadcasts.

The Government hopes that private employers will contribute a large part of the cost of developing and producing course materials.

More income is expected in fees from people who are already in paid employment when they sign up for courses. Courses will be free to the unemployed.

With an estimated target group of 32 million, the College of the Air could become the biggest educational institution of all time.

MSC officials are irritated by suggestions that the scheme has been devised by ministers to advance the privatization of adult learning.

The concept, in fact, originated several years ago in talks between Mr Jeremy Isaacs, the head of Channel 4, and MSC chiefs, but had to be dropped because of lack of interest from the Government at that time. It was revived as part of the new adult training strategy by Mr Geoffrey Holford, the Commission's director, who this time round got Lord Young's enthusiastic backing.

Walsall appoints woman as CEO

by Mike Durham

Mrs Dinah Tuck, deputy chief officer in the London borough of Brent, will become Britain's first – and only – woman chief education officer when she takes up an appointment as director in Walsall in October.

She has been acting chief officer in Brent for three weeks since the sudden resignation of the CEO, Mr Adrian Parsons, to "review his career".

Mrs Tuck said this week she would not be "crusading" for women in education, but added: "I think it says a lot about the system that there are so few women in education offices. It's very sad that I shall be the only woman chief education officer out of 104. Things have moved on in many respects but education is still far behind."

She has recently applied for a number of jobs. "I have been given a lot of stuff in the past about how can I cope, being a married woman. Walsall were particularly anxious to be more positive and that's one reason why I'm happy to go there."

Mrs Tuck will also be anxious to develop Walsall's pioneering work in community education and equal opportunities. The i.e.a. was among the first to open purpose-built community schools.

Like Brent, Walsall is a "contrast" borough with areas of affluence as well as poverty, a large ethnic population, and high unemployment. Mrs Tuck comes from the West Midlands and said: "I knew there was life north of Watford."

She succeeds Mr Bob Nixon, a long-serving chief officer who retired in May. Mrs Tuck's departure could leave the troubled borough of Brent in difficulties, as Mr Parsons' post has only just been advertised.

Conservatives have accused the new Labour administration of turning education into "a political battleground" and said that competent senior officers are "getting out".

But Mr Ron Anderson, Labour education chairman, described the claims as "a lot of nonsense".

Mr Anderson this week denied that a 12-year-old girl had been refused a grant to attend ballet school because she was white and middle class.

The girl, Jane Nolan, had been turned down by the Royal Ballet School and there were no exceptional circumstances to justify a grant to another school. "The race and class of the girl have no bearing on the decision," he said.

£30-per-pupil GCSE grant

Local education authorities in England are to get up to £502,000 for books and equipment for the new GCSE – an average of £5,000 per secondary school or £30 for every fourth year pupil. But allocations range from as low as

£1,600 for the Isles of Scilly to £484,300 for Kent and £502,300 for the Inner London Education Authority. The ceilings have been calculated on a 50:50 split between books and equipment.

A 1987 SERVICE A 1986 COST

AMMA's service to Members has always been second to none. Part of the service is providing benefits and representation at a cost other organisations envy.

We know that teachers and students have been struggling to make ends meet. AMMA has been campaigning to remove the financial strains and we will go on doing so.

Thinking about our subscription rates we thought about how we could help in the meantime.

If you join AMMA between now and the end of the year,

your first subscription of £31 will cover your

AMMA Membership right through to the end of 1987.

There are special concessions, too, for part-timers and those starting their teaching career.

If you want to know more about AMMA, see your school or college representative, or write to us at:



The Assistant Masters and Mistresses Association
7, Northumberland Street, London WC2N 5DA

PLATFORM

Andrew Rowe MP argues that a staff college would be the quickest way to quality

How to shape heads to shape our schools

What education now needs is a staff college. It is hardly a new idea. In the aftermath of the most neglected of all useful reports on education — the James Report — Ross Gibson spelled out in *The TES* (December 3, 1972) one concept of how such a college might take shape. The time has now come to look at the idea again.

The basic model is the Army Staff College, but those of other professions such as the Civil Service and private enterprise colleges such as Henley all have a contribution to make. The key features would be as follows:

Teaching staff deemed to be potential high-flyers would be nominated by their employers or by the Inspectorate as eligible for staff college. Over time, it would become unusual (but not impossible) for anyone to be appointed as a headteacher who had not been to staff college.

In the short term, the first intakes to staff college might most usefully be those who are about to take up a headship, but gradually the opportunity would occur earlier on the seniority ladder. If, at first, the college were restricted to secondary school staff, the numbers would be large but not impossible.

In the Army (where virtually all officers of lieutenant colonel rank and above have been to staff college and where most majors have also attended), the numbers who have passed through it are approximately 2,600 or 15 per cent of regular officers.

The number of headteachers in secondary schools in England and Wales, including middle schools and

sixth form colleges, was 4,839 in March 1984, and the number of teachers overall was 239,499. Of these 71,095 were on Scale 1 and 117,388 on Scales 2 and 3, so the extent of the potential demand for staff college could be sharply restricted by confining it to staff who are in posts above Scale 3, which represents around 21 per cent of total teachers in secondary schools. Experience would refine the crudity of the initial formula.

The James Report insisted that "the essential prerequisite is that there must be adequate opportunity for the continual education and training of all teachers at intervals throughout their careers". Yet education, like industry, has fallen prey to the British disease and at a time of pressure on resources, employers have cut back on training. It would have to be mandatory to allow teachers nominated for staff college to attend.

What would such a college provide? First, it would need to be skilled in eliciting from its students their experience and skills. As Ross Gibson pointed out 14 years ago, nothing is more wasteful and potentially harmful than the tendency of staff colleges to belittle what their entrants bring with them to the course. The focus of much of the work done there should be to solve practical problems and "students" should probably bring with them detailed expositions of difficulties being experienced in their own school or in schools well known to them.

Second, the college would provide an opportunity to expose able teachers to the very best current practice,



Henley Management College... an example of a private enterprise college

concentrating especially on the best management practice. Running a school is a very different activity from being even a very senior member of staff.

Third, the college would offer a unique opportunity for future headteachers to meet the very best professionals in other fields. To learn, at first hand, how the best personnel officers, resource managers, technical instructors do their jobs would be one aspect of this. Another would be to wrestle with civil servants, police chiefs, company chairmen, politicians, bishops and other decision-makers who shape the society for which the schools seek to prepare their pupils. If Britain steadfastly refuses to have an *école nationale d'administration*, at least its educators might play their part in bridging the gaps between the different elements of British society.

Such a college would cost money. But its cost would be but a tiny proportion of the sums often bandied about as "necessary" to salvage education. If, as we all know, headteachers shape our schools, why do we not take a great deal more trouble to shape them?

The failure either to identify poten-

tial heads or to train them is one of the most easily remediable elements in English education, perhaps the most cost-effective available and capable of being started now.

If, however, we were sharply to upgrade the quality of the preparation headteachers receive, it would be essential to ensure that the job they were given to do was upgraded also. Few education authorities at present provide heads with the authority which a manager ought to possess. Perhaps the greatest difference between the maintained and the private sectors of education lies in this. It should be possible for heads effectively to manage their school budget. This would mean being allowed to trade staff against equipment, desks against maintenance. The public interest would be safeguarded by giving governors final control within parameters agreed with the education authority but it is no use preparing headteachers to run a school and then defining under rigid budget heads what they may do.

Staff development should also be a priority for heads and some of the staff college time would need to be devoted to this. In this, Sir Keith Joseph's ideas on assessment play a vital part but they

will never work if they are imposed in detail on apprehensive teachers; they need to be worked out in conjunction with the staff and then implemented decisively. For far too long, headteachers have been under-prepared for their job, forced to work within narrowly defined limits and given virtually no power. A better way of downgrading a profession would be hard to find.

In time, of course, the staff college would probably cater for headteachers in every sector of education. Private heads have as much need to learn the trade as anyone else and there are manifest advantages in closing the gap between the sectors but as an immediate remedial measure it would be wise to concentrate upon the secondary schools, where so much of the current dissatisfaction and lack of morale is centred. The fact is that headteachers have the capacity and the willingness to run our schools much better. The Government should act now to capitalize upon them rather than continue to wage war.

Andrew Rowe is Conservative MP for Mid Kent and a former teacher and lecturer.

Answers to mental vandalism

Ela Ray says that smaller groups and time to think are essential if teachers are to counter all the difficulties children bring into school with them

As a minority teacher, I feel that the most important task is to understand children. What children bring into school is diverse: attitudes, knowledge gained at home through language, culture, religious beliefs, and social training. Building for the country's future, teachers face an unrelenting task demanding the full application of their professional skills, time, thought and available resources. And yet in the multicultural, multi-ethnic era, resources accorded to the task are lacking, by European standards, in many schools around the country. Facilities for staff to think in a quiet room or a reference library are a dream. Learning and learning to teach seem to take second place in the school.

Teachers nowadays have a great deal of learning to do about the children they teach, particularly in urban areas: children suffering from economic and social deprivation, from broken homes, under-achieving for various reasons, children on drugs, children at risk.

In-service training sessions, conferences, studies of numerous kinds are able only to inform the teachers; they cannot give them practical aid in their struggle for survival in the classrooms or help them to manage in a multilingual, multicultural, multi-faith classroom so that the "prepared goods" may be "delivered" without much chaos, ego, frustration and destructive criticism.

Trying to put across traditional examination-based knowledge to most of today's urban pupils is no triviality; steeped in *Dallas*, *Dynasty* and lately

the *EastEnders*, their visions seem not only far-fetched but of an obscure standard. One wonders whether their confusion lies in their inability to abstract what they need from what is pure fantasy.

Whatever it is, teachers face the task of harnessing their pupils' visions and helping prepare them to face reality. Often this is extremely difficult, requiring the fine skill of interweaving pedagogy with human experience, beset by the pull on the fabric from apathy, inattention and sheer mental vandalism. In these circumstances, a time, without adequate facilities and support, to become the essential duty and tends to erode the essential nature of a large number of English speaking peoples: it is like uncertainty destroying the calm placidity of the English lakes.

How can some children behave normally when they have had very little affection shown towards them? Indeed, it has been shown that in some homes, preoccupation with cats and dogs seems to be well above any interest in the educational and emotional welfare of young human inhabitants. To be made to feel unwanted, unwelcome either at home or in school is a recipe for disaster in later life. And how far can teachers make children feel wanted in schools other than by group and individual attention/care during their teaching/tutorial times? Parents, too, are often hard-pressed for time and for many a secure family life is no longer taken for granted. It is, therefore, in the interests of everyone that smaller classes, smaller groups for

teaching, be the norm in all schools so that all our futures are served well.

Teachers dealing with large numbers of pupils from various minority groups do re-think their methodology with regard to teaching these children and the problems they face; the children's educational background and the educational attitudes and experience of their parents are important raw material to draw upon. Children arriving from other lands are unlikely to benefit greatly from highly sophisticated teaching methods at first.

What teaching methods were used by their teachers in their countries? What teaching material? Was it mainly class teaching or group? Or individual tuition, as sometimes happens in rural schools for the better-off families? Or did the child miss out on early learning skills altogether? And in this respect languages, teaching, particularly the teaching of English and/or English as a Second Language, becomes crucial in the progressive development of the child.

I have watched in dismay, as a minority may, fair ladies (and handsome men) being wined and dined by the now wealthy, roving TVE1, omitting to remember to return to the faithful core. While languages languish and literacy and numeracy are neglected, TVE1 takes to the flights of dizzy fantasies. Somewhere the balance is being lost; it will probably be struck when the future GCSE results indicate the shortcomings reflected in the lack of acceptable grades in English, more so perhaps in multilingual Greater London, and large areas around the country, because resources needed in

these and other areas for language teaching are still grossly under-manned. Teachers have to bear the brunt of all the problems, all the difficulties and the most appropriate course of action to take before any judgement on their progress in school is taken. Pastoral care is a teacher's time, and with increasing complexities compounded by the social and economic climate, particularly in the capital and other urban areas, this "care" is finding itself grossly understaffed for the enormity of its task.

Awareness of this difficult pastoral job seems to be lacking in the central offices of some L.E.A.s, otherwise this vital area of school care would be more adequately staffed for the duties it is expected to perform. Instead, teaching staff are being expected to take on more responsibilities of an increasingly complex nature in less time and with effectively fewer resources. Teacher appraisal is on the agenda; teacher performance is to be questioned. Who is to question the policies?

In the struggle for better education teachers are to sign contracts for good practice; is it not time to ask parents for good co-operation? Because, after all, education is half in the school and half at home and the partnership for the welfare of the child is between the teachers and the parents.

Ela Ray is head of ESL in a high school in Ealing and member of the National Convention of Black Teachers, Box 30, Pinner, Middlesex HA5 1JH.

The Education Bill completed its Committee stage in the Commons last Thursday and returns to the floor of the House for debate next Tuesday. Mike Durham reports on its progress

Governors concessions likely

New Government concessions on pupil and teacher governors may be offered as the Education Bill completes its passage through the Commons next week, to speed its progress onto the Statute Book this summer.

Opposition parties will make a last-ditch attempt to bring concessions on a variety of other issues, including an education ombudsman, the education maintenance allowance, and a statutory school meals service.

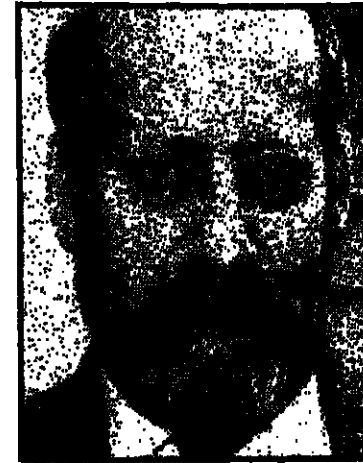
The Report Stage in the Commons on Tuesday will also see a closely-fought free vote among Conservatives on the controversial issue of corporal punishment, which could lead to its abolition for state-aided pupils.

The Bill will finally leave the Commons and return to the House of Lords in a very different shape from how it started life in February, when it was hailed as the largest Education Bill since 1944 with the aim of rewriting the principles of school government and control of the curriculum.

Mr Chris Patten, the Education Minister of State, has already announced changes that will allow students under 18 in further education colleges to become members of governing bodies. Originally the Bill proposed barring all under-18s from being governors.

Opposition parties have now tabled amendments to press for the concession to be extended to all school and college pupils under 18 on the grounds that it is nonsense to allow student governors in colleges but not in schools.

The Government will also come



Clement Freud... condemned Bill

under intense pressure to increase the number of teacher governors in most schools.

Labour and the Alliance have tabled dozens of last-minute amendments designed to put pressure on the Government to introduce changes in the Bill in order to keep its place in the legislative timetable this summer.

The Bill will receive its Third Reading on Tuesday and return to the Lords. Parliament rises at the end of next week and the Bill must receive Royal Assent by October.

However, Opposition spokesmen concede that they have only a slim chance of success on any of the new issues they intend to raise. Both Labour and the Alliance are calling for an education ombudsman to consider

complaints about school administration.

Other new issues to be raised by Labour include demands for an education maintenance allowance for 16 to 19-year-olds, a statutory school meals service and a national education council to monitor examinations and the curriculum.

The Bill has already taken on a dramatic new shape during its progress through the Commons. Mr Clement Freud, Liberal education spokesman, this week condemned it as "a Christmas tree on which to hang any spare baubles that happen to be around."

The Bill was originally intended to clarify and redefine the composition of governing bodies and the complex relationships between head teachers, governors and local education authorities in the running of schools and colleges.

However new issues added to the Bill in the Lords or introduced by the Government in Committee Stage in the Commons have widened its scope considerably. The Bill now includes:

● **Campus free speech:** An obligation on university and polytechnic heads to draw up codes of practice to guarantee free speech on campuses — particularly for visiting speakers.

● **Sex education:** An obligation on local education authorities to ensure that sex education is taught within a framework of the values of family life.

● **Political education:** The banning of "partisan political activity" among teachers or junior pupils in schools.

● **Disciplinary tribunals:** A new appeals procedure to allow pupils and

governors to challenge expulsions from school, to prevent "Poundswick"-style disputes over discipline.

● **Business governors:** A duty on school governors to "have regard to" the participation of members of the local business community — a retreat from an earlier position obliging governors to co-opt businessmen.

Concessions already offered by the Government include a raising of the "cooling off period" in disputes over school expulsions from three days to five, and new powers for L.E.A.s and heads in the management of governing bodies for Church schools. The Government has also conceded that it will not try to force through teacher appraisal without consultation.

However, the biggest issue on Tuesday is certain to be the question of corporal punishment. The Government has announced a free vote for Conservatives on the issue.

Labour and most Alliance MPs are expected to vote for abolition, but the signs are that Conservatives are deeply split on the issue and the vote could be close.

Mr Kenneth Baker, the Education Secretary, has already said he favours retaining a measure of corporal punishment, with decisions to be made at a local level in consultation with heads and parents.

If the vote is in favour of abolition the Bill will include a clause making it a civil offence to hit children in most circumstances in state schools, or pupils in independent schools who are part aided by local authorities such as pupils on the Assisted Places Scheme.

Schools must fight Aids with facts

by Barry Hugill

A warning has been issued that the sex education clause of the Education Bill could seriously hinder the campaign to prevent the spread of Acquired Immune Deficiency Syndrome (Aids). The clause says that sex education must be taught in the context of family life and within a framework of moral values.

But Mr Tony Whitehead, director of the Terence Higgins Trust, a charity providing advice and assistance to Aids victims, says that schools should intrude less factual and mechanical sexual material into lessons and not concentrate on moral issues.

Mr Whitehead argues that the only way to control the disease is by teaching people about "safer sex". This would involve the use of explicit sexual language and diagrams and would stress "alternative methods of giving pleasure".

It would also mean that teachers

would have to accept that some of their pupils were homosexuals.

Aids experts are convinced that use of a protective sheath is one of the most effective ways, short of celibacy, of restricting transmission of the virus.

In the first six months of this year 389 cases of Aids were diagnosed; 202 of whom are now dead. The majority of sufferers are homosexuals, drug users or haemophiliacs. One of the victims, however, was a baby born with the disease and several were heterosexuals.

The Communicable Diseases Surveillance Centre has predicted between 2 and 3,000 cases of Aids in Britain in the next few years. In the absence of a cure the death rate will almost certainly be in the region of 100 per cent.

Mr Whitehead says that Aids is not exclusively a disease of homosexuals and drug users. It is a potential danger for "all sexually active people", he says.

Publishers fail minorities

by Jill Sherman

The book market for teenagers is failing to address the needs of ethnic minorities and those whose mother tongue is not English.

A survey undertaken by the Book Marketing Council (BMC) on teenagers' reading habits shows that they prefer stories with a familiar setting.

But for about 15 per cent of children and young people, English is not the language spoken at home. In some urban areas up to 50 per cent of teenagers did not have a British cultural background, said the survey.

"Libraries make substantial efforts to meet the needs of this part of their clientele: elsewhere the effort is less apparent. Apart from sound sociological reasons, it is of clear commercial importance that these children should be properly catered for," says the

report.

The report, which came out of the Book Marketing Council's concern about the decline in teenage book buying, has prompted the council to launch a campaign to promote books to 11 to 14-year-olds.

A jury of 12 teenagers will meet later this month to select a shortlist of 20 titles, out of a choice of 100 books. The jury members will be selected from across the country and from varying social backgrounds. They will be encouraged to select titles that they and their peers would want to read, rather than ones that teachers and parents might approve of. The BMC will be asking mothers, teachers, booksellers, publishers and librarians to come up with their own lists.

Thatcher floats core syllabus idea



Mrs Thatcher... continental aspirations

Hints by the Prime Minister that the Government may move towards a continental-style "core syllabus" for schools have been dismissed by the Department of Education and Science as no more than "political dreaming", writes Mike Durham.

DES sources made it clear this week that they were not drawing up plans for a core syllabus.

If any changes are being considered, they are most likely to be under discussion by an inner core of ministers, possibly the select group appointed by Mrs Thatcher to draw up the next Conservative election manifesto.

In a wide-ranging interview, Mrs Thatcher told *The Guardian* last week that she was "considering" a core syllabus. She said: "I sometimes look at the Continent, where they have not only a core curriculum but a core syllabus."

"That would be an enormous leap for us to take because my generation still recoils from having a system that any government could manipulate. What we are considering is whether we should take that leap."

DES spokesmen, however, pointed out that the Government's policy on education in the White Paper, *Better Schools*, is strongly against centralization of the school syllabus.

But the idea might be under consideration as a policy objective in the longer term. Downing Street refused to comment and said it was a matter for the DES.

Micros centre cash blocked

The Labour-controlled Association of Metropolitan Authorities is blocking a move to extend the funding of the Independent Schools Microelectronics Centre.

The Board of the School Curriculum Development Committee (SCDC) had agreed to grant between £20-30,000. The SCDC's income comes mainly through government grants and from

deductions from the Rate Support Grant, but funds can only be deducted from the RSG with the AMA's agreement.

Mr John Pearman, chairman of the AMA education committee, said: "We feel it is entirely inappropriate that money should be given by the SCDC to schemes that are largely in the independent sector."

D	I	A	R	Y
I	A	R	Y	
A	R	Y		
R	Y			
Y				

Centre caught

If the resumed teachers' pay talks begin to resemble a gentlemanly game of tennis — you know the sort of thing, disputed calls, swearing at the umpire and sulks on the touchline — then we need look no further than Fred Jarvis for the reason why. The National Union of Teachers, it has just emerged, rents a box on the centre court of Wimbledon every year and it was there that the general secretary retreated at the end of June. This box is equipped with a telephone and when union officials rang from time to time to keep Jarvis informed of the latest state of play (negotiations-wise), they could plainly hear clunk-clunk sound effects and gasps from the crowd in the background. Wasn't it Shakespeare's Henry V who conducted crisis diplomacy with the recalcitrant French by means of tennis balls?

Gut reaction

Things are getting desperate in the Inner London Education Authority. Ever since the Greater London Council moved out of County Hall, that massive local government building opposite the Houses of Parliament, ILERA bureaucrats have been forced to share the miles of empty corridors with their arch foes, the London Residuary Body — the quango set up to wind up the GLC's affairs. The LRB has already given the ILERA notice to quit the building, but now it has gone several steps further — closed the members' restaurant and ordered the staff bar to shut in the evenings. Thirty ILERA officers also complain that five practices, which used to take place once a month, now occur weekly and the staff are forced to troop out into the car parks with monotonous regularity. Clearly the gathering vultures of the funeral-sounding LRB have hit on the ideal way of focussing education officials' minds on finding somewhere else to go.

Calling the tune

The swing era has at last reached the Department of Education and Science. Tony Kerpel, Kenneth Baker's new political adviser — he succeeded Stuart Sexton a few weeks ago — is evidently a jazz fan and has rigged up his telephone answering machine at home with a jolly Dixieland number. It's like musical chairs — you have a minute to leave your message when the music stops. If Mr Baker develops an extra spring in his step and whistles while he works, we know who to blame.

Just not croquet!

The refined but brutal world of schools croquet is in a turmoil. Not content with bashing each other's croquet balls into the rough and other dastardly deeds, schools croquet players are drawn with a dispute over the Queenberry Rules — or rather the official rules drawn up by the Hurlingham Club. It seems that Hurlingham Club rules allow one member of staff to play in each school side, apparently a travesty of true croquetdom. Mr G N Gurney, master in charge of croquet at Colchester Royal Grammar School, writes in to say that the Hurlingham should "take early steps to rescind their curious rule" as soon as possible. But there is no cause for alarm — croquet is making a comeback. No fewer than 22 schools entered the third schools championship, which was won in a close and dramatic final by — wait for it — the hoopman of Colchester Royal Grammar School.

Acronym

Professional Association of Teachers

WHAT EVERY TEACHER NEEDS TO KNOW

PAT is the most rapidly growing teachers' union in the United Kingdom. Its membership increased by 12,000 in 1985. In 1986, there has been a further increase in membership of several thousands.

PAT was responsible for the referral of the 1985/86 dispute on teachers' pay to ACAS and is committed to establishing professional conditions of service and professional levels of salary.

PAT has shown it is possible to advance teachers' interests without harming pupils' education.

PAT is not allied to any party political group and has parliamentary consultants and advisers in the Conservative, Labour and Alliance sectors. If you wish to join PAT, all you need do is write to the following address (no stamp required):

Professional Association of Teachers
FREEPOST
Department EW
99 Friar Gate
Derby DE1 9BR
(0575)

PRIMARY

Winn Walsh reports on a novel way of introducing primary school children to science and technology

A bus ride into the future

At the age of 50, when many are looking forward to early retirement, Iris Idle looked for a challenge. And she found one which put her behind the wheel of a bus.

But Iris is no ordinary driver and the vehicle she drives is no ordinary bus. She is a former deputy headmistress and the J-registration, ex-Ministry of Defence vehicle at her command could aptly be described as a travelling technology unit, which Sheffield education authority uses for teaching the basics of science and technology to primary school pupils.

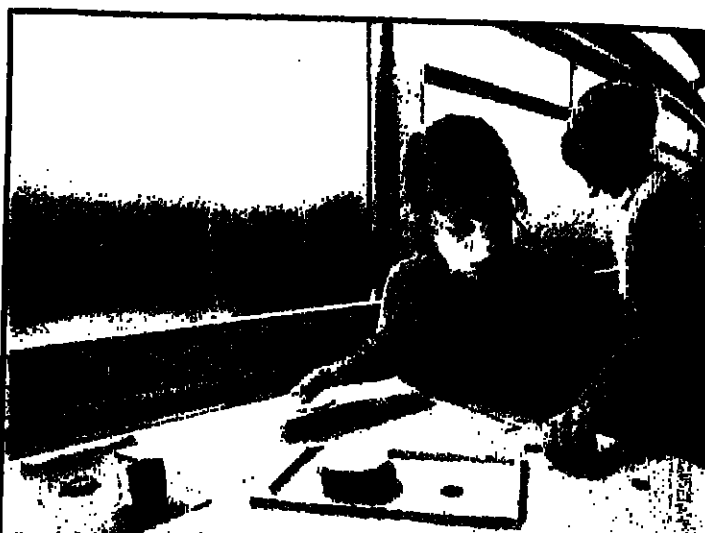
"Sheffield is the first city in the country to take this sort of initiative in the area of design and technology," she says. "A lot of interest is being shown in the project - not just by other I.E.A.s, but by overseas visitors as well. The bus provides an exciting environment, especially for children attending older schools in the inner city. It gives them greater motivation because it is different. There have been play buses for years, but nothing like this, which is specially designed for an area of the curriculum."

The projects undertaken vary according to the age and ability of the children concerned. A class of six-year-olds might be involved in designing and building a model vehicle, complete with wooden chassis, axle

and wheels which actually work. Older children tackling a similar project would look at ways to power it with an electric motor and install working lights.

Half of Iris Idle's salary is paid by the Sheffield education authority, the other half by the British Schools Technology unit at Trent Polytechnic, Nottingham.

"I came into education at a very early age and will stay in it all my working life," says Iris Idle, who was 14 years as deputy head of Agnes Bank junior school, Sheffield. "Today's primary school pupils may be to change direction five, six or seven times. That is why broad-based technological training from an early age is critically important."



Teachers 'fostering male image of maths'

by Barry Huggill

Women primary school teachers who are unsure about their mathematical ability may possibly encourage girls to think that the subject is "not the thing" for them.

A report from the Royal Society and the Institute of Mathematics says that girls will continue to underachieve in the subject so long as parents and teachers believe it to be a "male subject".

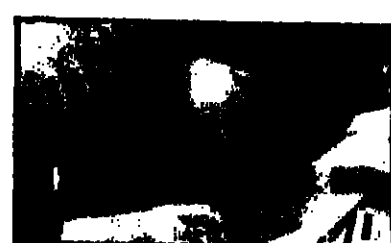
Teachers, teacher trainers, local authorities and examining boards must do everything possible to counter the "unfeminine" image of maths and publishers could help by producing more material which appeals to girls.

The report rules out any possibility of the underachievement having a genetic cause. Social attitudes are seen as the major factor.

Teaching styles, methods of classroom interaction and examination syllabuses are also seen to be important contributory causes.

The report says it is wrong that it should be socially acceptable for people to admit that they have "never been much good at maths" - especially when a social stigma attaches to not being able to read or write.

Girls do as well as boys at primary school but fall behind in secondary school. This is possibly because girls



Girls only begin to fall behind at maths in secondary school.

excel at arithmetic but are not so good at problem-solving which takes on greater importance at the secondary stage.

There is evidence that teachers unconsciously discriminate against girls because boys participate and achieve more than girls, the report says. This is made worse by the fact that girls are more sensitive than boys to teachers' behaviour.

The report calls on teachers to examine their teaching methods for evidence of hidden bias and says that they should make sure that they do not use sexist teaching materials.

Girls react badly to examination failure, says the report. To help counter this, examining boards should encourage continuous assessment schemes and use the GCSE to introduce reforms along these lines.

If attitudes do not change, the UK will face the future with a serious shortage of mathematicians, the report concludes.

Girls and mathematics, £3 from the Royal Society, 6 Carlton House Terrace, London SW1T 5AG.

Devote less time to team games - HMI

by Bert Lodge

Sporting activities, particularly single-sex team games, are no substitute for physical education, primary teachers were warned this week.

Mr Patrick Belshaw, HMI, told the annual conference of the British Association of Advisers and Lecturers in Physical Education at Loughborough this week that what teacher training institutions should produce for primary schools were good general teachers, competent at PE, with the enthusiasm and skill to motivate and support their colleagues.

Mr Belshaw recommended less emphasis on team games to prevent the curriculum becoming unbalanced. "Teachers might be advised to teach fewer games, ensuring instead that important categories of games are represented."

He thought the current movement

away from competitive games to health-related fitness was to be welcomed. "There are surely few things more important, or of more lasting value, than we can teach the young and old alike than an understanding of how the body works, how it responds to exercise, how it can be maintained in a state of health and how it can be prepared for different forms of fitness."

Referring to the health-based PE project at Loughborough backed by the Health Education Council, Mr Belshaw added: "It will be a priority for all those working in this field - and that project in particular - to ensure that terms are defined, that the rationale is clear, and that physical education continues to see itself as a contributor to a wider concept of health education."

MPs checked yet again

Outstanding primary school des players this week thrashed a team of MPs 6-0 at the House of Commons tournament organized by the London Education Authority.

It was the second defeat for the 10th who were defeated 3-2 in the first ILEA challenge 18 months ago. This time included Sir Nicholas Bonsor, Ian Mikardo, Mr Robert Rhodes James, Mr Peter Rost, Mr John Sillis and Mr Stan Thorne.

The ILEA team of national primary school regional champions were Richard Gardner (11), Paul Griffiths (9), Steven Jackson (11), Graham Nudasy (11), Selim (10) and Lee Whittaker (10).

Picture of health

Welsh schoolchildren voted with their paintbrushes when they entered the Wales TUC's wellchart competition for juniors and infants. Strong support for the National Health Service - the subject of the competition - was shown in all the paintings.

Winners in the infant section were pupils of Rhydyfennau School, Cardiff, and of the junior, Trelewis School, Treheris.

Punk rocker governor may resign

by Julia Hagedorn

A punk rocker whose appointment as a primary school governor has been condemned by Conservative members of the Inner London Education Authority, is now expected to resign from the post.

"Last weekend *The Sunday Times* claimed that Grant Mulry, who lives in a squat in south London, was a registered heroin addict and that he was running an international squatting centre. He has since denied the drugs allegation."

Conservative opposition members on the ILEA immediately demanded an inquiry into how he came to be appointed as a governor of Robert Browning school in Southwark.

Mr Mulry put his name on the Labour Party's list of prospective gov-

ernors in May, 1985, but was not appointed until March of this year. His appointment was duly ratified by ILEA officers.

Mr Mulry has not actually attended any of the governors' meetings or visited the school. His appointment is due to terminate at the end of this term as all governing body appointments within ILEA have to come up for renewal at the end of August.

ILEA officials pointed out this week that - with 1,000 schools in the authority - it was impossible for it to monitor every appointment.

Mr Graham Geddes, who chairs the governing body at Robert Browning, said it was "healthy and active" and he was therefore not particularly worried about chasing up one member who had failed to appear.



Grant Mulry

1986
NICOLA IN THE 3RD FORM.



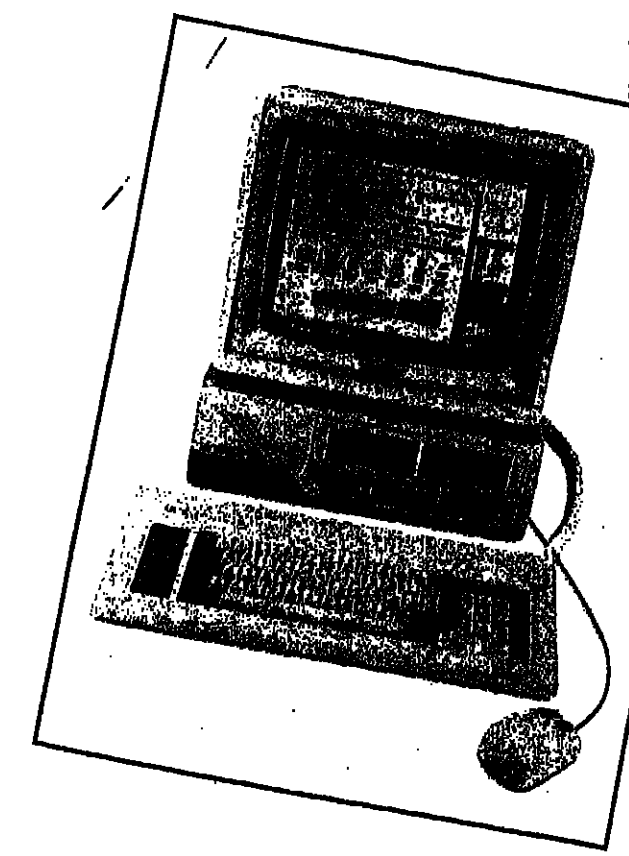
1988
NICOLA IN THE 5TH FORM.



1990
NICOLA AT COLLEGE.



Whatever she decides to do, she won't outgrow the Nimbus.



When you buy a new computer, you need a machine that's going to stand the test of time. One that is built to last, and can take the advanced software of today and tomorrow in its stride. That's why more schools and colleges have chosen the RM Nimbus than any other 16-bit computer.

The Nimbus outperforms any computer in its price range, and has the added advantage of a wide range of educational, professional and business software available. What's more, you'll be getting the kind of long-term support education needs.

Invest in a Nimbus now, and you can be sure you'll be well-equipped for years to come. And you'll be teaching your students with a computer that's becoming a familiar sight in colleges, universities and the business world.

So whatever they decide to do when they leave school, they'll be ready for it.

Please send me more details about the RM Nimbus and the Nimbus Network. Research Machines, Mill Street, Oxford, OX2 0BW. Tel: 0865-249866.

NAME _____
POSITION _____
ESTABLISHMENT _____
ADDRESS _____
POSTCODE _____ TEL _____

RM NIMBUS

BUILT-IN POWER · BUILT-IN NETWORKING · BUILT-IN BRITAIN



MCollP and FCollP
College of Preceptors
Membership
for those engaged in
Education

Introducing The College of Preceptors
The College is the only chartered professional body in England & Wales for teachers and educational administrators. It is privileged to have been granted a Royal Charter in 1869. It is an independent and international forum for debate on educational issues, and an examining body.
For a copy of the Guide to Membership and for further information: The College of Preceptors, 44/45 Museum Street, London WC1A 1AR

(173)

SHORTAGE SUBJECTS

The real scale of the problem of shortage subjects is masked. The number of unfilled posts is not very high but subjects are often taught by teachers inadequately qualified for the task.

Recruitment to initial teacher training in these subjects reached only two-thirds of the target last year and a greater shortfall is forecast.

Matters are likely to get worse in the 1990s. The age group entering graduate employment will shrink while the secondary school population and the demand for teachers will rise.

The 1984 secondary school staffing survey indicated that 13 per cent of timetabled tuition in maths and 18 per cent in physics was provided by

James Meikle summarises last week's DES consultative paper, which outlines plans for recruiting teachers into physics, mathematics, and craft, design and technology

Scale of the problem

teachers with no higher education qualifications in those subjects.

An estimated 13 per cent of craft, design and technology tuition was provided by teachers without a craft or design-based HE qualification.

The figures show some improvement in the proportion of tuition by staff with a relevant background since a similar survey in 1977.

However, the proportion of tuition in these subjects given by teachers who had the subject as a main qualification of a degree level course was much lower, 45 per cent for mathematics and 57 per cent for physics.

In these two subjects the proportion of tuition given to younger age groups by teachers with appropriate qualifications was lower still. Recent evidence supplied by local authority advisers

suggests it is increasingly common to find low school science taught almost exclusively by biologists, with trained physicists working only with years 4 and 5 and the sixth-form.

In 1984, third-year pupils were only offered physics in 83 per cent of secondary schools and design-based CDT in 45 per cent of schools.

In Wales, local education authorities are experiencing difficulties in obtaining staff to bilingual secondary schools.

A higher proportion of teachers in maths, physics and CDT are leaving schools than in the past. Overall wastage in the teaching force is about 8 per cent but the wastage in maths graduates has reached 10 per cent.

Spreading the net a little wider

Pay levels and prospects are important factors in recruiting and retaining good subject specialists. The Government has been arguing that any reform of the pay structure should give employers greater freedom to respond to specific recruitment problems.

Agreement on pay will not itself solve the problems. Other measures are necessary alongside positive publicity for teaching as a profession.

The Government will continue to publicize what the best schools can achieve and invites the education service and employers to do the same.

People with the right entry qualifications

To ensure that young people with qualifications in maths, physics, technology and related subjects are fully aware of the career prospects in teaching, the Government is planning, with local education authorities, a national network to provide information and advice.

Subject facilities in higher education and careers advisory services will be invited to join in. Imperial College, London, already arranges for students to assist in teaching science, maths and engineering in primary schools. It estimates 485 "tutors" and 5,900 pupils

intensive preparatory courses for degree-level courses.

People with limited qualifications in mathematics, physics and technology.

More higher education institutions might consider admitting students with lower than average A level grades but who, given intensive teaching and additional subject study, have the potential to be high quality students.

Postgraduate conversion courses are needed in subjects closely related to those in shortage. Southampton Institute of Education has collaborated with neighbouring I.E.s in developing a postgraduate training course in combined science for biology graduates.

The Government invites proposals for similar schemes. Such conversion courses for biologists will be helpful in raising the proportion of female physics teachers.

Mature people with a relevant background

The Government will continue to support specially designed initial

Vacancies in England and Wales

	Newly trained teachers reported as unemployed in October:				Unfilled vacancies reported in January:			
	1982	1983	1984	1985	1983	1984	1985	1986
Mathematics	49	50	38	22	282	313	304	380
Physics	18	14	11	6	97	98	109	150
CDT	7	6	5	10	181	182	158	217
All subjects secondary	924	850	430	280	1,858	1,947	2,036	2,578

have been involved over the past 10 years.

Allowances for new courses to widen the field of recruitment are also being made. Students with appropriate Higher National Diploma qualifications, for example, may be recruited on to shortened Bachelor of Education courses.

Local authorities are invited to comment on the idea from the Advisory Committee on the Supply and Education of Teachers that they should sponsor good students and offer a guaranteed post at the end of training.

Meanwhile, a bursary scheme will continue to pay £1,200 a year tax free, on top of the normal grant, to students entering postgraduate training or specially designed short courses for mature students.

There is scope for conversion or enhancement courses. Some young people, especially girls, have good O level grades in maths and physics but have not attempted these subjects at A level. They might be attracted by

teacher training courses in craft, design and technology for mature students with practical experience and technical qualifications. More proposals could be considered in maths and physics.

Former employers could consider offering extra sponsorship to ease the transition to a new career.

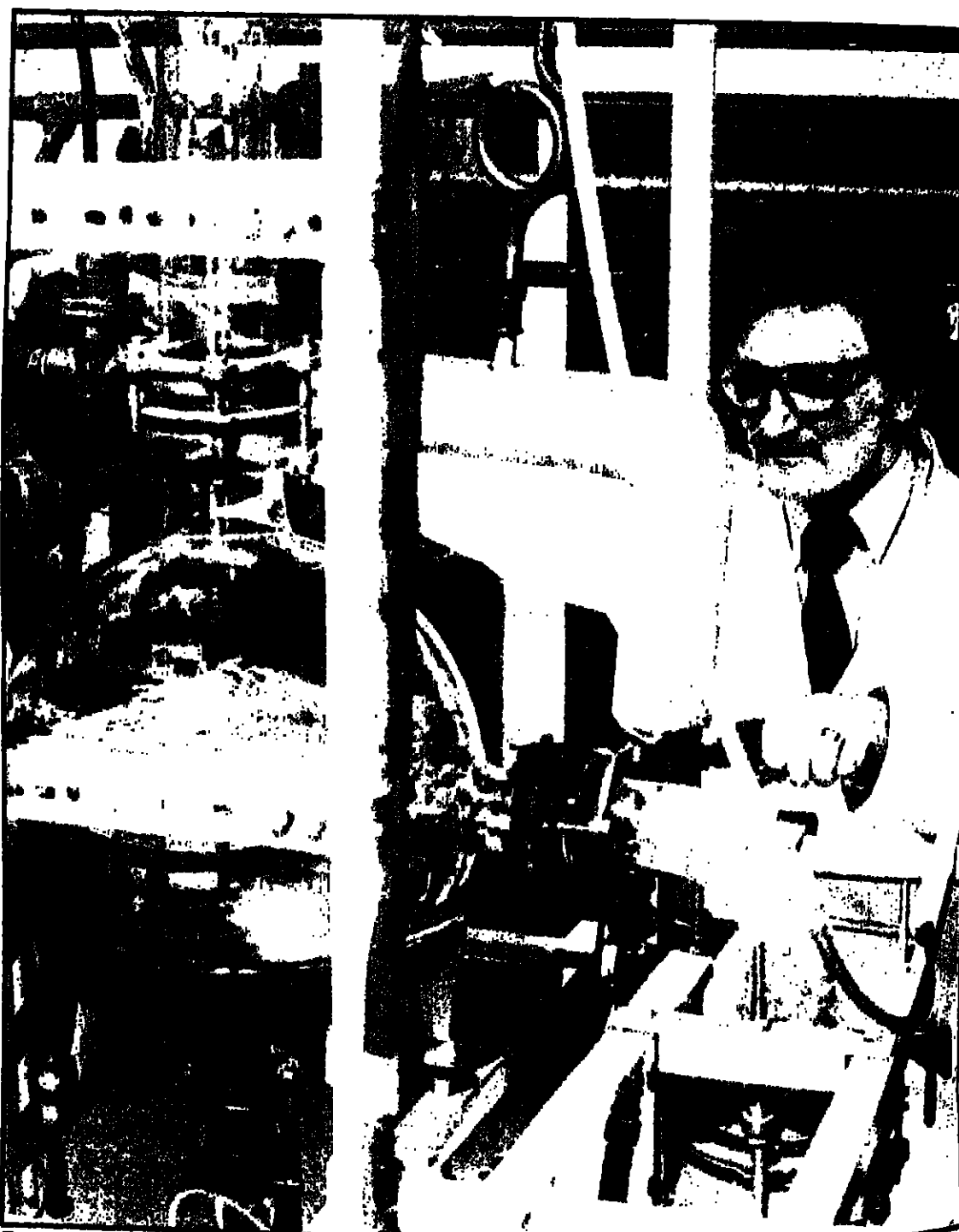
Guarantees of employment after training may make courses more attractive. Schemes by the Inner London Education Authority and Surrey to recruit mature graduates and second them on salary to a training course are given as examples.

ILEA and Thames Polytechnic are considering, with the Open University, whether distance learning could be included in part-time training.

Qualified teachers returning to teaching

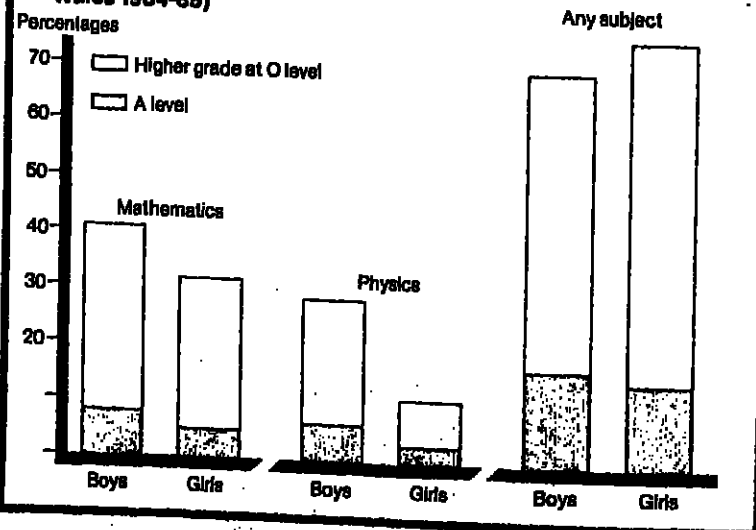
In 1984, there were 23,000 qualified teachers of maths and physics, aged under 60, who were not in schools.

Continued overleaf

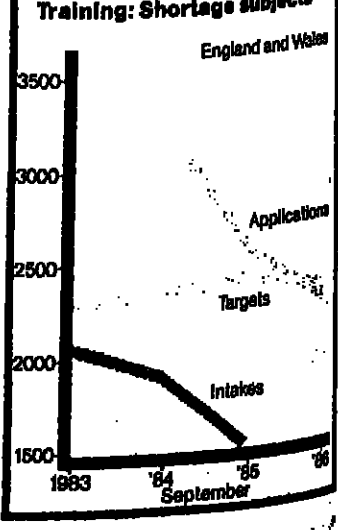


Transfer of scientists or those in industry one way to ease shortage

O and A level results at school: Shortage subjects (England and Wales 1984-85)



Recruitment to Initial Teacher Training: Shortage subjects



Spreading the net wider

Some may be prepared to return. About half of them are women and many may have left for family reasons.

Industrial companies could provide staff to help local recruitment efforts both for this group and people transferring from employment in industry.

Serving teachers of other subjects

The Government suggests that short "taster" courses for retraining such teachers could help establish whether they are suitable for retraining in shortage subjects before a longer commitment is made.

Serving teachers of mathematics, physics, CDT

The pay structure should encourage maths, physics and CDT teachers to advance in their careers without necessarily leaving the classroom.

Working conditions will also be improved through £5 million available from September for scientific and technological equipment. They will also benefit from up to £35 million being spent over three years on books and equipment for GCSE.

Secondary school reorganization should help cut non-teaching expenditure so that facilities for teachers can be improved.

In-service training will be a priority and more distance learning packages may be provided where there are problems in releasing teachers because of lack of cover.

Welsh medium teachers

Discussions are being held to see how numbers can be increased.

New ways of teaching subjects

New technologies must be exploited in the classroom. The Council for Educational Technology has sponsored the piloting in schools of self-

Action on Teacher Supply in Mathematics, Physics and Technology. Available from Publications Despatch Centre, Government Buildings, Honeypot Lane, Stanmore, Middlesex, HA7 1AZ.

supported study projects, guided by teacher tutors who may not be experts in the field but have access to expert advice.

Interactive video offers exciting possibilities.

The role of other employers

While industry, commerce and research may be in short-term competition with teaching for the best graduates, the future supply of such graduates may itself be threatened if staffing needs of schools are not met.

Examples other employers could follow are:

□ ICI takes advantage of restructuring programmes to encourage people to go on short induction courses at Manchester Polytechnic, then a year's PGCE training, prior to starting a second career teaching science;

□ A number of companies supplement equipment in school science labs and workshops;

□ Some GEC units pay maths teachers as consultants for five weeks in school holidays. Pilkington Brothers

SHORTAGE SUBJECTS

and Thorn EMI Electronics offer opportunities for teacher secondments. The Science Technology Regional Organization (SATRO) on Humber-side has worked with Warwick University to second five headteachers a year to local companies;

□ A large number of companies pro-

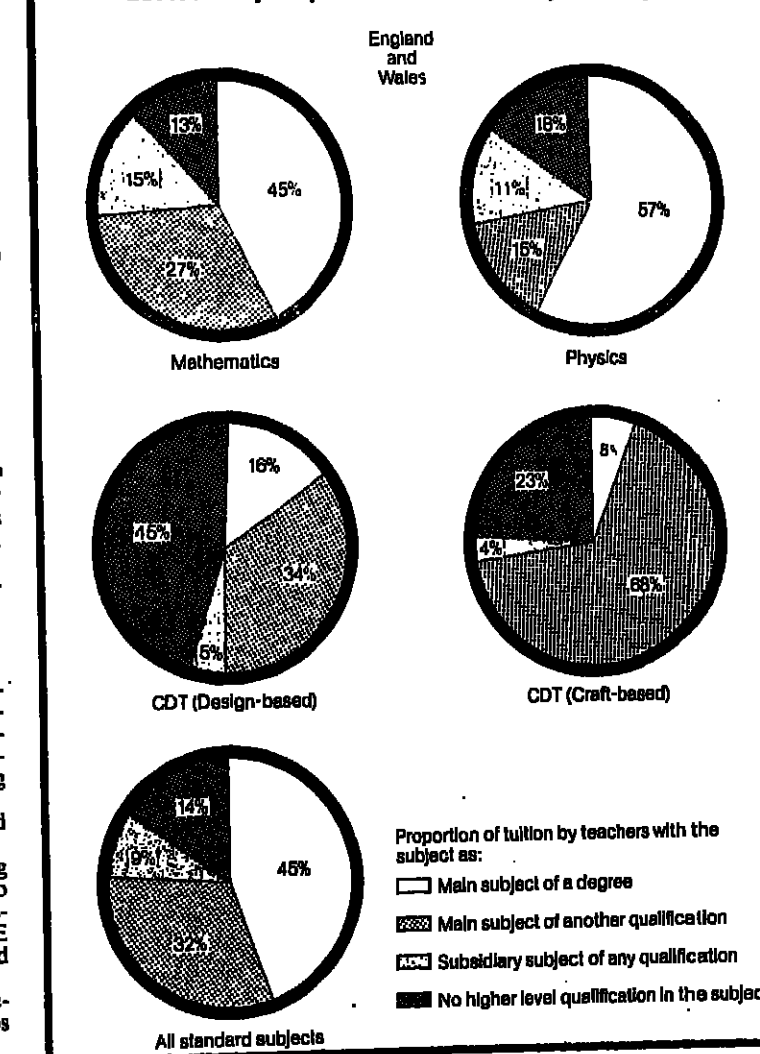
vide visiting speakers in schools and the Information Technology Skills Agency has suggested longer staff secondments;

□ The Polytechnic of North London has opened premises to third-year school pupils for regular "designing and making" sessions.

Percentage of tuition by qualification of teacher England and Wales: Maintained secondary schools

Subject taught	Teacher had this subject as main subject of:			Teacher had no qualification in this subject	Total
	degree	other qualification	subsidary subject of any qualification		
Mathematics	46	27	15	13	100
Physics	57	15	11	18	100
CDT (design-based)	18	34	6	45	100
CDT (craft-based)	5	68	4	23	100
All standard subjects	45	31	9	14	100
All subjects	39	27	9	24	100

Level of subject qualifications in the subjects taught



Percentage of schools offering certain subjects in England and Wales: maintained secondary schools

Subject	Percentage of schools offering named subject to year group:				
	1	2	3	4	5
Mathematics	100	100	100	100	100
Physics	10*	10*	83	87	87
CDT (design-based)	32	39	45	80	88
CDT (craft-based)	62	64	68	78	80

* General Science was offered by 90 per cent of schools in year group 1, and by 85 per cent in year group 2. (Several schools also offer it in later years)

Shortage subjects: vacancies related to posts in England: full-time teachers in maintained secondary schools

	Unfilled vacancies		Number of posts
	January 1985	January 1986	
Mathematics	288	388	27,200
Physics	104	143	7,500
CDT	181	201	13,800
All subjects	1,887	2,388	215,900

Key to industrial future

Good teaching in maths, physics and technology is vital for the future of an advanced industrial nation, Mr Kenneth Baker, Education Secretary, and Mr Nicholas Edwards, Welsh Secretary say in their introduction to the consultative document.

The search for solutions to the shortage must be led by the Government, say the ministers. But they seek the co-operation of employers, higher education, parents, schools, and local education authorities.

They also promise to monitor the supply of teachers in chemistry, business studies, home economics and religious education "and all other subjects."



Kenneth Baker Nicholas Edwards

Shortfall in special needs provision, claims ex-HMI

by Geraldine Hackett

Special education resources have tended to be channelled into assessment of children's needs rather than making educational provision for those needs, a former HM Inspector has said.

Mr John Fish told the annual conference of the National Association of Advisory Officers for Special Education that while children were undergoing assessment tests, special provision was not always available.

The 1981 Act looked forward to the integration of children with special needs as far as possible into mainstream schools, but one of the weaknesses of its implementation had been that insufficient thought had gone into providing the necessary educational service.

Mr Fish, who wrote a major report for the Inner London Education Authority on special education, asked: "What is the point of an assessment, which at the end of the day means the child is in the same place, with perhaps an extra hour of special provision?"

Sophisticated assessment procedures had been created, but there had not been sufficient thought about delivering the service to those with special educational requirements.

"In some cases, it can mean going through the motions, when we don't have any idea about how to meet the

needs that have been assessed," he said.

Those in the education service needed to have a sense of direction if the process of provision for children with special needs were to be more than a tinkering with the system.

It had to be about according status to those young people that the education system had in the past tended to devalue.

Teachers were being bombarded with a range of advice from advisers in different fields, but were not being provided with the means to fit the pieces of the jigsaw into a coherent whole.

"There are too many artificial demarcations and those lead to a lack of co-ordination or coherence in advice to teachers or schools," Mr Fish said.

The lack of any coherent, overall special needs policy, had meant that some local authorities had made only the minimal changes needed to comply with the 1981 Act without any real understanding of long-term objectives.

The philosophy of the Warnock Report had not been communicated well, he said. Education services had been written on children, but that did not make for a comprehensive strategy.

Vandalism 'acceptable'

by Iola Smith

One in four Welsh youngsters sees nothing wrong in vandalizing property, according to a survey undertaken by University College Bangor and North Wales police.

The children who did not regard vandalism as a crime had very little in common, except an average or below average ability range, a dislike of reading, an unwillingness to visit a public library and very little pocket money.

The survey's objective, according to North Wales police chief superintendent Eifion Pritchard, was to obtain information which would help the police to mount an effective anti-vandalism campaign. A thousand children from six Gwynedd secondary

schools were questioned during the course of the study.

An analysis of the questionnaires suggests that 13 is the optimum age at which to introduce preventive programmes in schools. Before that age, children viewed vandalism as a serious offence. But at 13 plus - especially among boys - attitudes often radically changed.

Graffiti writing and destroying plants in gardens emerged as the least seriously-regarded forms of vandalism. Over half the pupils questioned saw nothing wrong in this. Somewhat surprisingly, the children supported the idea of introducing prevention lessons in schools, believing that such a course would be more effective than punishing the culprits.

£19,000 equality post

A sex equality adviser for Bradford schools is to be appointed at a salary of up to £19,000 a year.

The decision by the Labour-controlled council is strongly opposed by Conservative councillors, not least because Labour's Mr John Lambert, who chairs the education committee, has publicly said he wants a woman to do the job.

He has asked the council's legal advisers to see if it will be a contravention of the Sex Discrimination Act to invite only women applicants.

Mr Lambert said the equality adviser would review materials and books used in schools, looking out for sexual

stereotypes which encouraged boys at the expense of girls.

The emphasis would not be on removing offending books or deleting sexist passages, but on drawing teachers' attention to them through in-service training sessions.

Mr Eric Pickles, deputy leader of the Conservatives, described the intention to invite only women applicants as "scandalous". "We have a Sex Discrimination Act precisely to prevent this sort of thing. It is patronizing to women to suggest they need positive discrimination of this sort. What you need is the best person for the job."

Shortage of advisers alarms Inspectorate

by Bert Lodge

The shortage of education advisers in Wigan is a cause for serious concern, according to HM Inspectorate.

The inspectors' report on the metropolitan authority's education service points out that there is only one adviser for every 400 teachers.

Nevertheless, the inspectors say that the work in Wigan schools and colleges is of sound quality and shows an imaginative response to a wide range of local educational needs.

During the inspection, the HMIs scrutinized more than 2,800 lessons and visited more than half of the 129 primary schools. Most of the evidence for the secondary sector came from visits to 15 schools, although two high schools and one sixth-form college were subjected to a full inspection.

Referring to the shortage of advisers, the inspectors say there is a lack of specialist coverage for English, maths, geography, CDT and home economics.

Advisers' workload has been increased by the need to replace teachers as rolls fall, and the report pays tribute to the advisers' sensitive approach to this work. "Very few examples of misplacement or mismanagement with new job specifications were noted during the inspection."

Examples of good practice and high levels of achievement were found at all levels of education. The inspectors also noted well-planned activities by teachers and found that students and pupils were well-behaved and responsive. Curricula were well-conceived and had benefited from local and national initiatives.

However, in reception classes, the inspectors discovered an inappropriate

range of activities and absence of educational play. And in primary schools too much time was given to basic English and maths at the expense of broader, applied approaches.

At secondary level and FE "teachers often find it hard to reconcile the apparent demands of public examinations with the need to maintain a wide range of interesting teaching/learning approaches and styles."

One response of Wigan to large-scale youth unemployment has been a commitment to providing cultural enrichment through art, drama and music. Yet the authority does not appear extravagant, the inspectors say. It has attempted to reduce teacher numbers broadly in line with falling rolls and its capitation grants could not be described as generous. Indeed, the staffing and stocking of its school libraries are unsatisfactory.

HMI reports

HMI reports are available free of charge from the Department of Education and Science, Publications Despatch Centre, Honey Pot Lane, Stanmore, Middlesex HA7 1AZ. Also available from L.E.A.s.

Misgivings over TVEI pilot project

A pilot project for the Technical and Vocational Education Initiative (TVEI) has received only lukewarm praise from HM Inspectorate.

The inspectors say that the Bradford project has suffered from shortages of textbooks in maths and other subjects, and the quality of work, though "generally sound", reflected no substantial differences from similar non-TVEI provision of O and A level work observed elsewhere.

Lord Young, Employment Secretary, has announced that TVEI - whose pilot projects currently cover 3 per cent of the 14-18 age range - will be extended nationally from autumn 1987, at a cost of £900 million over 10 years.

The Bradford project, involving two comprehensives and a further education college, was set up in 1983 as one of the first pilots.

Having viewed the project last autumn, HMI reports that relationships between staff and students were good, though students were not always encouraged to show initiative.

Students also seemed unsure as to how their TVEI courses related to the rest of their timetables.

Personal and social education - supposed to be an integral part of TVEI - was seen "very little", HMI note, and there was a need for better retraining of teachers and more discussions between them over each other's roles in the scheme.

If such problems were tackled, the report concludes, "the project could offer a sound basis for the development of the young men and women who are participating in it, giving them the prospect of progress and success at the next stage of their careers".

On course despite 'turbulence'

History lessons in service schools in West Germany have been praised for being "frequently demanding and often imaginative."

Pupils in 12 middle and secondary schools showed social confidence, an ability to talk about issues and capacity to learn on their own, says a report by HM Inspectorate.

The inspectors say that those qualities may also partly from "turbulence" - changing schools following new postings - which creates other pressures on pupils and teachers.

Their report also notes that while many schools made good use of the German countryside and townscapes, less use was made of the local community. Some schools seemed too ready to be put off by language problems or their German neighbours' supposed reluctance to talk about the recent past.

One school was praised for its annual four-day political education seminar on "Germany - where East meets West" which includes a study trip to East and West Berlin.

Curriculum weakness in primary BEd

by Hilary Wilce

Primary BEd courses at the West London Institute of Higher Education lack specialist subject or curriculum area strengths, HM Inspectors say.

They point out that the four-year degree, which has an infant and junior option, has basic courses which cover the whole primary curriculum, "but in varying degrees of thoroughness".

The inspectors are also critical of some of the combined courses, for failing to develop specific skills in discrete areas. However, school experience is substantial, and well distributed throughout the course, and educational theory is well integrated with other components.

The postgraduate primary course relates theory closely to practice and students have weekly school experience, but professional courses are all too short, the inspectors say.



Peripatetic pupils: many suffer from tooth disorders and speech problems.

Encouraging regular visits by the travellers

by Barry Hugill

Headteachers in Cambridgeshire have been criticized for being insufficiently aware of their responsibilities to "traveller" children.

A report by HM Inspectorate on the county's provision for the children says that many heads "unintentionally seemed to regard attendance as a matter of parental choice, particularly at the secondary stage".

Cambridgeshire has the third highest concentration of travelling families after London and Kent. And HMI says that schools need more guidance on the best methods of teaching and assessing the children.

They found a few schools coping well and suggest that the expertise in these

schools should be "channelled" towards the others.

Heads reported that parents were keen for their children to learn and that they took a lot of trouble to dress them "in appropriate clothes". They were reluctant, however, for their children to take part in trips or out-of-school activities.

Although the health of most of the children was "robust", the inspectors found a high incidence of tooth disorders and speech problems. They suggest medical screening for traveller children joining a school at a late stage.

There were 201 traveller children on the registers of the 36 schools visited by HMI. The attendance rate was 58.7 per cent.

Long day's journey into success

The Institute of Islamic Education has made rapid progress since it was set up four years ago in Dewsbury, Yorkshire, say HM Inspectors. It is quickly on recommendations from DES and Inspectors and benefits from the informed leadership of its head.

The institute is a charitable foundation governed by a committee and set up by the Muslim Reformation Society of the United Kingdom to provide orthodox Islamic education for secondary age pupils. The admission system being raised from 11 to 13 this year.

At the time of the inspection in May last year it had 171 pupils, 140 of these being boarders.

Reveille is at 4.50am, though the prayers boys return to bed until 7.30. The last prayer of the day is at 10pm.

Inspectors found the pastoral support provided by the school and the local community of high quality and valuable extra-curricular activities had been introduced. "The boys are absorbed in their studies and behave responsibly around the school," they comment.

When inspectors visited, there was no art and craft on the curriculum but was due to be introduced in June 1985. Apart from that, the curriculum offered was sufficiently broad and balanced.

Boys of average ability produce good work but greater demands could be made of the more able pupils. Standards being achieved are such that examination entry in more subjects could be considered.

In most subjects, book provision is adequate except for geography which is seriously under-resourced. At the time of the inspection there was no audio-visual equipment. "While it is appreciated there may be religious objections to using television it is suggested that the staff should consider the contribution to the boys' learning which could be made by judicious use of radio, records, film strips and slides."

Mornings are devoted to study of Islam. Afternoon lessons are organized by the head, a graduate with a teaching certificate from Leeds University. Of his team of 11 male teachers, six are graduates in subjects they teach.

Three teachers were completing an FE teacher's certificate course at the local college of further education and one of them began a PGCE course last September. Another was applying for a BEd course.

"The areas in which the boys study, eat and pray are suitable for their purposes; the mosque, in particular, is a fine building which gives distinctive character to the site."

Make 16-plus benchmark for prevocational standards

Prevocational courses for the 14-16s should be judged by standards as rigorous as those being set for the GCSE, a Government working party recommended this week.

It says that where possible courses should be monitored by the same national criteria as the equivalent GCSE subjects, and sets out criteria for the Secondary Examinations Council to apply to the rest.

The working party is drawn largely from school and vocational examining bodies and the education service. And it reports as the main vocational boards prepare to introduce a comprehensive system of prevocational courses in the schools which will effectively provide a parallel structure to the 16-plus.

Like the sponsors of the new structure, the working party maintains that prevocational courses are applicable to all pupils, including those studying primarily for GCSE. But most of the members accept privately that the main function of the courses for the time being will be to provide an alternative general education for pupils who do not respond to traditional teaching.

Edited by Mark Jackson

The requirements set out by the working party add up, in fact, to a prescription for a full general education. It defines as necessary characteristics of the courses:

1 Opportunities for pupils to gain knowledge and understanding of social, economic, political, environmental, cultural, and aesthetic factors.

2 The role of technology in society.

3 The local and wider environment.

4 The opportunities for work, further education, and leisure.

5 Provision to help pupils develop and practise a core of communication, mathematical, practical, problem-solving, and decision-making skills.

6 Apply the skills across activities relevant to their own experience and their future adult and work roles.

7 Develop personal and social skills for working with others and become self-reliant, self-aware, autonomous, self-confident, and persevering.

8 The working party does not prescribe any one form of curricular structure but does say that prevocational education cannot be provided as a single subject course, and recommends that the term should not be used for such courses.

Combinations of single subjects may be suitable if the mix is right and presented within the right context of teaching and learning, says the report.

It recommends that the 14-16s should be assessed and monitored by the GCSE general criteria and, where relevant, by the subject criteria.

Industry Year makes impact

by Geraldine Hackett

Industry Year has had an effect on schools, according to the results of a pilot survey conducted in Avon, Devon and Somerset.

The survey, measuring the response by the education service and industry to the Industry Year initiative, has been carried out by researchers at the 14-16 centre for in-service development at the Exeter University School of Education.

A full report is expected by the end of the month.

The draft says there is now greater interest and debate in schools about industry. Companies have discovered that schools were in fact doing considerable work in introducing industry to pupils before the launch of Industry Year.

Mr Richard Arney, the project officer, said the survey showed that schools were in touch with local companies. But communications at county level were not as well developed.

Researchers also came across a reluctance from some local education authorities to involve their schools in yet another initiative that would take up curriculum time.

Where Industry Year is working well, both schools and companies have benefited. The English department of one school is writing a company newsletter. One firm allowed a school to hold classes on its premises.

The report suggests a further study could look at issues such as pupil response to changes in the curriculum and the impact industry is having on teacher training.

A mid-term report on Industry Year from Sir Geoffrey Chandler, former director general of the National Economic Development Office and director of Industry Year, suggests that nationally schools are getting involved in the campaign to bring school and industry closer together.

About half the secondary schools are thought to have made links with industry.

Dr George Tolley, former principal of Sheffield Polytechnic and education officer to Industry Year, said there could have been greater involvement from small businesses and from trades unions. And, he added, initial teacher training response to Industry Year could have been more effective.

SCHOOL TO WORK



Look, no hands... sixth-formers and university students considered the impact of robots on management when they visited an industrial exhibition at the University of Liverpool's Department of Electrical Engineering and Electronics last week. Seventy-two pupils and students took part in a three-day conference on management in the age of computer-aided design and manufacture - one of the university's contributions to Industry Year.

Jobless boost

The EEC has made available £1.1 million to BBC Education and the Community Service Volunteers to help in the training of unemployed people. "The money is the largest single allocation of funds made by the European Social Fund."

Groups of unemployed people will be asked to draw on their experience in the creation of support materials to back up BBC programmes for and about the jobless.

A team of 15 trainers and 130 trainees will be employed over a period of three years. Teams will be located in unemployment blackspots such as Glasgow, Newcastle and Cardiff.

TVEI attack

The Social Democratic Party has condemned alleged Government underfunding of the newly-expanded Technical and Vocational Education Initiative (TVEI), which is to be introduced into all schools over the next 10 years.

Mrs Anne Soler, SDP education spokeswoman, said the Government planned to spend £150 per student - exactly a quarter of the spending on the pilot scheme. "This sort of underfunding will not get the required results."

"Although we welcome the Government's proposal to expand TVEI, we deplore the fact that the so-called 'extra' money to fund the expansion has been taken from other parts of the education budget," she said.

Back-to-wall FEU seeks public support

The Further Education Unit, which has led curriculum development in the colleges for nearly a decade, is calling for help in what may be a fight for its survival.

In a letter this week to *The TES* (page 17) Mr Jack Mansell, the FEU's director, reveals that the Department of Education and Science has headed off plans to recruit his successor because ministers are still making up their minds about the unit's future.

Earlier this month it looked as if the unit had survived the threat to close it down.

Leading board members understood that ministers had overcome the temptation to silence the unit's independent - and sometimes critical - voice because of its key role in modernizing college practice and its practical work for bodies like the Manpower Services Commission.

They instructed the unit's officials to prepare an advertisement for a permanent director - Mr Mansell and his predecessor, Mr Geoffrey Melling, were both appointed on short-term contracts.

At this month's meeting the board

were expecting to give formal approval to the terms of the advertisement. But at the last minute it was told that because of the setting up of the new National Council for Vocational Qualifications, the future role and scope of the FEU was still under consideration.

The board has, therefore, had to suspend the search for Mr Mansell's successor.

Mr Mansell ends his letter with an appeal to readers who value the FEU's work to write to ministers. Mr Mansell makes it clear that the unit will be trying to mobilize support throughout further education, whose interests and values the FEU feels it has championed at times when the going has been rough.

Last month's *TES* report indicated that the new National Council's view of its responsibilities included much of the field until now left largely to the FEU.

There are widespread reservations in further education about the planned composition of the council, whose members - unlike the FEU's board - will not be responsible to the sectors from which they are chosen.

Vocational reform setback claim

Groups set up to lead the reform of vocational qualifications in each sector of industry are starting under a shadow, a leading vocational examiner warned this week.

Mr Martin Cross, examinations board director of the Royal Society of Arts, claimed that the Manpower Services Commission is risking the credibility of the "industrial leading bodies" by appointing members without consulting the interests involved.

He cited the case of RSA board member, Mr Roy Burgess, principal of Liverpool's Millbank college, chosen by the Commission to represent education on the office occupations body.

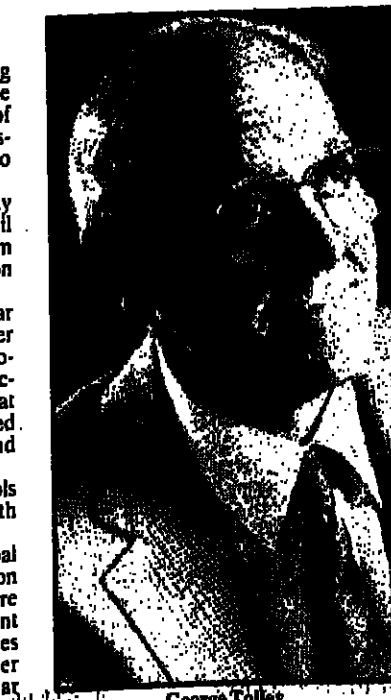
"He will tell you himself that he can't possibly speak for the education service," said Mr Cross. "There has been no consultation with the professional bodies and, since he has no one to report to, he can only represent himself."

He hastened to add that nobody doubted Mr Burgess's ability to do the job, and that he might well have been chosen through a proper consultation process.

The RSA wants the new National Council for Vocational Qualifications to give priority to sorting out office work qualifications. It fears that there will otherwise be a long delay in taking on this sector which is the largest and most complicated of the occupational fields.

Like a number of other educational organizations, the RSA regards the failure to tackle the divide between vocational and academic qualifications as the main flaw in the review of vocational qualifications which led up to the establishment of the new council.

"One of the first tasks of the new body must be to establish links with the secondary examinations council and discuss how this arbitrary and harmful division can be broken down," says Mr Cross. The RSA has made its own contribution to breaking down the divide by agreeing a joint GCE-RSA certificate course in economics and statistics with the Southern Examining Board to start in 1988.



George Tolley

OVERSEAS

Renaissance of the private sector



Alain Savary



Jean-Pierre Chevènement

The stormy revival of the century-old "schools war" between the independent and state sectors under the previous socialist government has turned out to be a blessing in disguise for France's private schools.

President François Mitterrand's election threat of integration into a "unified, lay state system" whipped public opinion up to heights unforeseen by the socialists. Polls indicated that 75 per cent of the population were opposed to the Government's intentions and massive demonstrations across the country showed support for private schools, which are predominantly Catholic-run.

At a time when the entire state system was being severely criticized and morale was at an all-time low, the Catholic hierarchy succeeded in mobi-

FRANCE
Mary Follain on why Catholic-run independent schools are enjoying a new era of Government support

lizing its own parents, teachers and pupils, who had nothing but praise for their private schools. In the wake of that campaign, intake in 1984 increased by an unprecedented 4 per cent, outstripping that in state schools, and waiting lists continue to lengthen.

President Mitterrand's plans turned into a political liability, bringing down not only the Education Minister, Alain Savary, but the Prime Minister and his

Cabinet to boot.

Cautiously, the next Education Minister, Jean-Pierre Chevènement, reduced M. Savary's projected Bill to a few "simple and practical measures" which the Catholic hierarchy wisely accepted with a good grace, for the time being at least.

Their patience is being rewarded: relations with Prime Minister Jacques Chirac's five-month-old, right-wing government are described by one Education Ministry official as "idyllic". The present Education Minister, M. René Monory, has promised them "neither repression nor favouritism" and, secure in the knowledge that public opinion is solidly behind private schools, he is making sure they really do receive parity of treatment with the state system.

Parents warm to discipline and hard work

One-sixth of France's 12 million schoolchildren attend private schools, which are 95 per cent Catholic-run and nearly all under contract to the Education Ministry.

Demand for places is greater than for state schools. Parents seem attracted more by their reputation for discipline and hard work than for religious reasons. Religious education is not compulsory in either state or private schools, but Catholic schools pride themselves on fostering "Christian values" and good behaviour often forgotten elsewhere.

Heavy state funding means that fees are usually low, averaging around £5 a month in a country primary school, although the most prestigious Parisian equivalent will be closer to £300 a year, rising to £450 or more in an upper secondary. Most are now day schools and lunches can be expensive.

Private schools tend to be embarrassed when asked about their low immigrant intake, which they say is due to the difficulty of building schools in the newer, urban areas. They dislike the accusation that they cater for an elite and quote a recent survey showing that 29 per cent of workers are former pupils.

Success rates in the *baccalauréat* (A level equivalent) are inferior to those in state schools in the academic and general streams, probably because of their dearth of highly qualified teachers, but are higher in private technical schools.

The foundations of the independent sector's relations with the state were laid in 1959 by M. Michel Debré, the former Prime Minister. Private schools under contract with the state have to fulfil clear pre-conditions and submit to inspection in return for generous funding. All 120,000 private school teachers are paid by the state but are recruited by the school head, and not despatched to schools by the ministry's computer as they are in the state sector.

Contracts may be either "association" or "simple" in primaries, and "association" only at secondary level. Under a "simple" contract, the state pays the teachers' salaries but does not contribute towards other running costs, although the school can seek a subsidy from its local authority. In return, it is expected to prepare for state exams and teachers must have the same qualifications as their state school colleagues.

An "association" contract means that, in return for a subsidy covering both teachers' salaries and running costs, schools must conform to the same rules as state schools on timetable and syllabus and the ministry keeps a watchful eye on teaching.

The state never shares in the cost of new buildings, renovation, or heavy equipment, but it does help bear expenses for the teachers.

The dual system is based on the principle of freedom of choice between two parallel forms of schooling. No new private or state school can be built until it has been established that without it, local residents do not have that choice.

Private schools have benefited from the clarification of their rights and duties which has followed the political upheaval of the past few years. Gray areas in private school legislation had for years given rise to bitter quarrels with both central and local government.

Sometimes, for instance, left-wing mayors and other officials refused to allow private schools to be built in their locality or to contribute towards their running costs.

In addition, Monory's new government is busy rectifying some of the private schools' main grievances on such matters as teacher appointments.

Easily the biggest concession made by the private schools' lobby to the previous socialist minister, M. Jean-Pierre Chevènement, was the acceptance of a limit on the number of



The education controversy has brought demonstrators into Paris from all provinces.

teaching posts allocated to them by the ministry.

Before he imposed it, private schools, like state schools, were required to submit an estimate of the number of teachers they needed for the new school year - but, unlike state schools, they could then ask for more if they wanted to open extra classes.

This was clearly an unfair advantage. But Mme Marie-Michèle Le Bret, spokeswoman for the Catholic education authorities, says the socialists' imposition of the limit meant they were starved of teachers for three years, just when numbers were rising.

"We've had to overcrowd some classes and we badly need to open new ones," she said.

A school in Versailles has a waiting list of 700. Parisian schools have 400, and 50 is common in small rural schools.

Now M. René Monory has almost doubled the number of new posts allocated in the socialist's budget for this September, and is consulting private schools' requirements in the preparation of his budget for 1987.

A long-standing bone of contention is the amount of subsidy private schools receive from the state and - since this year's decentralization process - from local authorities. This sum is renegotiated every year.

M. Bernard Toutlemonde, a ministry official responsible for relations with the private sector, says: "Since 1969, it is supposed to have been calculated in parity with state schools, but it has always been underestimated, even under President Giscard d'Es-

ting."

According to Mme Le Bret, the subsidy is now only two-thirds of what it should be. M. Monory has allocated an extra £10 million and a committee is examining its future level.

The ministry is also looking into the possible simplification of M. Chevènement's instructions for the appointment of private school teachers, which gave local education officials a bigger say. The schools are asking for more consultation and less bureaucracy.

Also under consideration are improvements in the status of private school teachers. Although they are on the same pay scales as their state colleagues, they do not have the security of tenure or other advantages of civil servant status.

Forty per cent are on the lowest grade, partly because of ministerial restrictions on recruitment of more highly qualified teachers. But the state is now making some amends by financing intensive in-service courses for the competitive "Capès" examination. Successful candidates can then continue to teach in the private sector.

M. Monory has also announced that private schools, which were left out of the previous government's "micros for all" programme, are to be equipped with 20,000 computers, at a cost of £30 million.

Help would also be welcome with building badly-needed new schools but there is a limit to ministerial largesse. "If we pay for the buildings as well as teachers' salaries and running costs, they won't be private schools at all," smiles M. Toutlemonde.

Britain still losing out on overseas students

by Biddy Passmore

Overseas student numbers at British universities and colleges have started to rise again. But Britain is still losing its share of the international student market to countries like Japan and West Germany.

Figures released by the British Council last week show an increase of nearly 1 per cent in the number of students from abroad after six years of continuous decline caused by the introduction of full-cost fees.

The total fell from 90,800 in 1978-79 to 55,600 in 1983-84, but rose to 56,100 last year. Most of the increase was in universities.

However, Britain's share of the one million students who study in countries other than their own has dropped by nearly half since 1979, from 10.5 per cent to 5.6 per cent, and is still falling.

Lamenting this fact, Sir John Burgh, director-general of the British Council, said: "We need friends overseas just as much as the Americans, French, Germans and Russians, all of whom have more students from abroad."

Sir John said recent promotional efforts by the Council and higher education institutions - such as this year's British Education Week in

Kuala Lumpur - had been successful but were not in themselves enough. A national policy for overseas students was long overdue.

He pointed out that Japan, with a target of 100,000 foreign students by the end of the century, had increased its total by 19 per cent in 1984-85. Australia, France and West Germany also achieved significant increases.

Especially worrying for Britain is the continuing decline in overseas student numbers at further education colleges. They fell by 7 per cent last year, bringing the total drop since 1979 to 65

per cent. This is significant because more than half the overseas students currently on first degree courses in Britain had already obtained a qualification here.

Also noticeable is a shift away from students from the poorest countries and an increasing share from richer countries like EEC member states and North America.

Statistics of Students from Abroad in the United Kingdom 1984-85, price £11.95 from The British Council, 10 Spring Gardens, London SW1A 2BN.

Pioneering élitist ways on the Black Sea

ROMANIA

Unicef delegation member Alec Fyfe reports on how Communist state develops its gifted children

The Romanian education system provides a fascinating example of socialist society combines early competition with élite training.

The state education system provides 10 years' compulsory education up to the age of 16. But in keeping with socialist states, it is so severe she could be disappointed - or fortunate to be selected for the parallel state training programme. Homelands Falcoia, 7-year-olds; the Young Pioneers 14; and the Union of Communist Youth, 14 to 28.

The pioneers' organization was founded in 1949 and now has 10 million members. In 1971 the government decided to link the movement to the United Nations Children's Fund, an arrangement which within the socialist states, Romanian school has its own unit, but the most gifted are selected to attend special pioneers' houses.

The pioneers' house at Constanta on the Black Sea Coast, was founded in 1953. It started with a capacity of 1,000 pupils following activities and now accommodates 6,000 pupils pursuing 45 subjects. These are organized in the disciplines: political, artistic, scientific, international and sport.

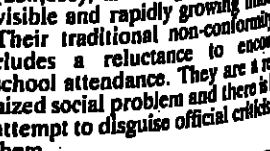
Like many schools, the pioneers' houses operate a shift system, with children attending a two-hour session either in the morning or the afternoon Monday to Saturday. No classes less than 20 and the teachers are selected. No one under 40 needs approval.

We saw sessions in ballet, computer navigation and model-making. But despite the official approval, the pioneers' houses are not recognized by the state. The Constanta centre does not possess a single computer - several have been promised by the state.

The pioneer system is meant to allow for popular participation but also highly selective and competitive. Annual competitions or "Olympiads" are organized for each of the subjects, with judging at local, county and national level. 2,500 pupils take part in the national sport and technical education competitions and the winners receive medals and the opportunity to attend one of Romania's three international camps.

But despite attempts to encourage mass involvement in the movement, not all children acquire the tricolour-edged red scarf that is an official insignia. Some, like gymnasts, though small in number (250,000), are a highly concentrated and rapidly growing minority.

Their traditional non-conformity includes a reluctance to conform to the school attendance. They are a recognized social problem and there is an attempt to disguise official criticism of them.



The most gifted attend special pioneers' houses.

Big search starts for places in primaries

KENYA

Thousands of parents are trying to track down a desk for their children, says Moussa Maasai

Much and Anyango are a young couple - among thousands of worried parents in Nairobi - desperately seeking a primary school place for their daughter Beth Akinyi.

The six-year-old is already outgrowing her nursery class and wants to move on next year. But the competition is so severe she could be disappointed - or fortunate to be selected for the parallel state training programme. Homelands Falcoia, 7-year-olds; the Young Pioneers 14; and the Union of Communist Youth, 14 to 28.

Anxiety over the chronic shortage of primary places unites first-time applicants pitched into the uncertainties of an unknown system and parents bitter at their rejection last time round.

This year alone, the city expects more than 40,000 children to chase places for 1987. "But the existing schools can only accommodate 20,000 pupils," says Nairobi's education officer, Mr Ayub Maina. He reckons that the Kenyan capital immediately needs to build 20 new primary schools to absorb the intake which has almost doubled since last year. Formal applications for places officially starts next month - yet parents are already bombarding heads of schools for enrolment.

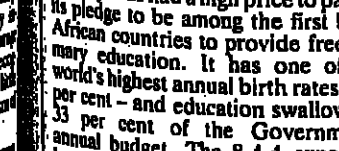
The problem with primary entrance in Nairobi highlights the difficulties of the country's adjustment to a new system of education introduced last year. Called 8-4-4 as a shorthand for the respective number of years spent at primary, secondary and college level, the new system is expected in the long run to succeed where the old failed: to provide mature school-leavers with relevant skills for the country's manpower.

However, short-term constraints are threatening the new education policy and the parental concern over class-room scarcities, especially in the towns, could easily lead to urban unrest. To defuse what looks like a potential time-bomb, with 20,000 pupils in the streets next January, Mr Maina raised the alarm when he met members of Nairobi's district development committee and urged them to seek ways of raising funds for the classrooms.

The Kenyan magic of raising funds through *harambee* ("pull together") has taken hold and development officials are now toying with the idea of levying charges on Nairobi residents and even personal tax - a suggestion opposed by parliamentarians representing 1.5 million of the capital's citizens.

Kenya has had a high price to pay for its pledge to be among the first black African countries to provide free primary education. It has one of the world's highest annual birth rates - 4.1 per cent - and education swallows up 53 per cent of the Government's annual budget. The 8-4-4 expansion has increased the allocation of resources into teachers' salaries, administration and textbooks.

Twenty-five per cent of the population of 20 million are in the 6-13 age group and about 4.5 million are registered in primary schools. According to official estimates 1,075,000 children would be registered in the first primary year in 1989, requiring the construction of 6,300 classrooms by then. So even though primary school fees were abolished five years ago, Beth's parents would be required to pay £25 - equivalent to one or two weeks' average pay - for building funds if their daughter gets a place next year.



The most gifted attend special pioneers' houses.

The mandatory testing of teachers, at least when they enter the profession, is spreading through the United States like wildfire. A survey by the American Association of Colleges for Teacher Education reports that 44 of the 50 states have now introduced some type of standardized test.

The standards set, however, vary widely from state to state, and the survey voices doubts about whether any single test can predict an individual's success as a classroom teacher. Nor are they apparently being used to reward achievement - those who score highly are not being given higher salaries or public recognition.

Another trend is seen as more encouraging: 51 states are now operating an induction programme which assesses new teachers' performance during their first year in the classroom. This, says the report, "indicates that educators and policy-makers realize that a paper and pencil test alone is not a sufficient indicator of a person's ability or success as a teacher."

OVERSEAS



Old aid: a sense of belonging, being useful, and understanding what it means to grow up are encouraged when children meet the elderly. So-called "inter-generational" education programmes are springing up in American primary schools.

This woman (above), in a foster grandparents scheme, helps handicapped youngsters during the school day. Other old people work with children in hospitals or visit them after school. A programme in Brooklyn, New York, has produced an intergenerational choir that travels to other schools.

As friendships develop, children's learning and social skills improve in working with the elderly. Retired people - the fastest growing US population group - can increase their self-esteem in supporting a needy youngster.

Martha Pichey

Battle on states' rights resurfaces

majority in favour was roughly two to one.

But the conference also passed a constitutional amendment which will allow Ms Futrell to run for a third term next year, so her hand will now be strengthened. She has announced that she wants to be a member of the group being set up to put the Carnegie recommendations into practice.

In spite of the reluctance of the NEA to abandon states' rights, the conference decisions have been applauded by the Carnegie Foundation. "It's a real milestone," said Marc Tucker, executive director of the Carnegie forum on education and the economy. "There was no way we were going to get the education reform over the dead bodies of teachers."

The rivalry between the two unions and their presidents continues unabated, with Mr Shanker attacking the NEA for seeking to dilute and weaken the Carnegie package, and Ms Futrell criticizing the AFT for its reluctance to agree to regular evaluations of established teachers. The difference now is that both are anxious to be seen as reformers, and to shed their longstanding image as the major impediments to change.

Some observers view the reformist moves at both conferences as a matter of self-preservation rather than principle. Driven by mounting public criticism of schools, many state legislatures have begun to pass laws on minimum competency tests and merit pay, and the teachers' unions will have to abandon a few long-cherished positions if they are to regain the initiative on the improvement of classroom standards.

To the delight of Mr Shanker, the Carnegie reforms are already beginning to bite. Though it may be five years before a national certification board is set up and working, he told his conference that 100 school districts will be implementing proposals to give teachers more power within the next 12 months. In Dade county, Florida, he said, the AFT has almost completed negotiations which will allow teachers to develop curricula, choose textbooks, and have a say in school funding. They will be paid more for the extra duties.

If this trend continues, the NEA will be in a bind, for it will face the prospect of the very changes it does not want being carried out under "states' rights" - which it supports. For a union which traces its history back to the days of the Civil War, this may be a hard pill to swallow.

Testing stampede . . .

The mandatory testing of teachers, at least when they enter the profession, is spreading through the United States like wildfire. A survey by the American Association of Colleges for Teacher Education reports that 44 of the 50 states have now introduced some type of standardized test.

The standards set, however, vary widely from state to state, and the survey voices doubts about whether any single test can predict an individual's success as a classroom teacher. Nor are they apparently being used to reward achievement - those who score highly are not being given higher salaries or public recognition.

Another trend is seen as more encouraging: 51 states are now operating an induction programme which assesses new teachers' performance during their first year in the classroom. This, says the report, "indicates that educators and policy-makers realize that a paper and pencil test alone is not a sufficient indicator of a person's ability or success as a teacher."

Spankers spared rod of justice

The spanking of mentally-retarded children and adults has been described by a Virginia judge as "an indispensable necessity" in their treatment.

Judge Gerald Tremblay was ruling in the case of a Mennonite religious home, threatened with closure by the state because of its insistence on observing the biblical strictures that sparing the rod will spoil the child. According to state officials, beatings were being administered for such offences as tearing clothing, or giggling during religious services.

But the judge stopped short of lifting a ban on spanking at the home. Instead, he extended the current prohibition for 90 days and asked the state to develop a plan which would limit the possibilities of abuse. "It's going to take some professional consultation and advice as to what type of punishment is used and under what very narrow circumstances it can be employed," he said.

The case has aroused widespread interest because of the civil rights issues involved. The 34 children and young adults at the Faith Mission Home, which nestles in the shadow of Virginia's Blue Ridge mountains, almost all have IQs below 50. Many have Down's syndrome and cerebral palsy. A few are blind.

The home is run by two brothers, Nathan and Reuben Yoder, who insist that their methods of discipline are correct. "It's a Bible command," said Reuben. "The Bible doesn't single out handicapped children." Most of the parents involved, though not Mennonites, are on their side, but a ban on corporal punishment was applied last year when one girl was spanked by a staff member for allegedly faking seizures. She was found to be heavily bruised when admitted to hospital for what turned out to be severe uncontrollable seizures and pneumonia.

The brothers claim that this beating was carried out without their knowledge, and fell outside the home's guidelines for physical punishment. The home has now prepared its own guidelines, allowing for several firm strokes with the palm of the hand on the buttocks in the event of repeated and unwarranted behaviour. In the event of "extreme misbehaviour" such as abuse of another resident or "persistent rebellion to authority", a maximum of four firm strokes on the buttocks with a simple light paddle is recommended - to be followed by prayer.

Whether these rules or any others that permit spanking will be adopted is open to question, in spite of the judge's ruling. His request for new guidelines is not binding on state officials, who have been quoted as saying that they may not lift the ban. If they do not, lawyers for the children's parents are promising that they will take further legal action, and the Yoder brothers say they will keep on spanking anyway.

With civil rights, state authority and religion in conflict, the case seems bound to end in the Supreme Court.

Activity Centres

ADVENTURE WEEKENDS
Activity Courses Based at the Waterfront Centre
Higher Wharf, Bude, Cornwall, T29 8PH
(0288) 245355/5512

• Personally Supervised by two persons both qualified teachers
• Capacity 175 open all year
• Expert Instruction
• Friendly Atmosphere
• Fully Supervised Water Activities Centre Conducted within a Framework of Safety

If you're involved in swimming
• Multi Activity Courses
• Residential Experience
• Fully Supervised Water Activities Centre Conducted within a Framework of Safety

• First class Equipment
• Good Food and Accommodation
• T.E.F.L.
• Unsupervised Youngsters
• V.I.S. D.V.I.
• Field Studies
• Special Interest Holidays & Mini Breaks
• We offer fully residential courses from £24 + VAT per week.
• Tutor weekends £10 (fully refundable on subsequent bookings).
• When all course brochures and information booklet available on request.
(0815)

LETTERS

CPVE at risk of rapid devaluation

Sir - The defence by John Sellars of the Business Technician and Education Council's introduction of the First Award qualification (Letters, July 4) may represent the current examination philosophy of the council but the realities which will result from the decision are very different.

I have no doubt that, because the BTEC has reneged upon earlier assurances that the award could be offered only at 17-plus, then the CPVE could quickly be devalued in the eyes of students, parents and employers.

The First Award is now open at 16-plus to those who have better than average qualifications at CSE but below the four O level requirement for direct entry onto BTEC National. No amount of proclamation about the First Award having a clearer vocational

thrust will alter the perception that the CPVE is therefore the course to be taken by those who do not initially reach this standard. This fact alone will undermine the CPVE.

● Apparently the BTEC is also ignoring the excellent work done over many years with its general courses in schools and sixth-form colleges by refusing to allow institutions operating under "secondary regulations" to offer the First Award to their students from September 1986. Consequently, this award is available only in institutions run on FE regulations, causing difficulties for those students who live in areas where access is limited by availability of places or by distance. Furthermore, it reinforces the perception that the First Award is the preferred route to BTEC National Awards.

Some areas have already recognized the potential threat to the CPVE and have secured agreements among their various educational institutions to restrict First Award courses to the 17-plus cohort. In other areas, FE institutions are quickly re-adjusting course structures to reduce the CPVE availability and expand First Award provision at 16-plus. Clearly, these institutions are demonstrating that they see this as the preferred route to higher courses.

I was pleased that John Sellars confirmed that, as a member of the CPVE joint board, the BTEC unreservedly backs the CPVE. Perhaps the BTEC can prevent the CPVE from being undermined by reverting to its position of 12 months ago when all of us thought that we understood the

lines of progression.

Surely the First Award should be available only at 17-plus and it should be for those students who have not reached a high enough standard on the CPVE to matriculate onto national courses or who after one year's study on the CPVE need a course to sharpen up their vocational focus still further.

D H TURTON
Headmaster
Royds School
Pennington Lane
Oulton
Leeds 26

J NORMAN
Headmistress
Cross Green high school
Cross Green Lane
Leeds 9



Sound advice

Sir - I was a little taken aback to read in Paul Johnson's recollections of Jesuit education ("Fatherly rule", TES, July 4) how during prep we apparently, "the banging of desks" rose to a thunderous crescendo of quite appalling sonority.

I don't doubt the writer's veracity: I attended the same school myself and remember such confrontations. But "crescendo" doesn't mean "max": it means "a gradual increase in volume of sound" (OED). It's a common solecism, certainly, but I could help recalling Paul Johnson's next "Personal Column" episode as I follow his example and use a definition to check not just the spelling but also the precise meaning of ordinary words.

JOHN F DAWSON
Head of English
Kirkbie Kendal School
Kendal
Cumbria

use; priority being given to the purchase of laboratory equipment and materials.

A donation of £4.50 would provide my daughter with the necessary science textbook and ease the problem, particularly in the case of her homework. Will the mathematics department write to me next week I wonder?

Of course it would be simple for me to pay the money and look after my daughter's educational interests. But the sharp contrast with TVEI funding struck me forcibly. Must we continue to accept such glaring inequalities in resourcing as a fact of life brought about by current Government policies for injecting funds into the maintained sector of education?

For my part, I will send a copy of this letter to the school and borrow the textbook from a library.

MIKE PRICE
1 St Cuthbert's Way
Houghton-on-the-Hill
Leicestershire

Brought to book

Sir - The School of Education at the University of Leicester last month played host to a major four-day convention, "Education for Tomorrow", designed to publicize the local education authority's involvement with the Technical and Vocational Education Initiative.

A number of Leicestershire schools and colleges have taken full advantage of the opportunity to enhance their staffing and resources, and there was plenty of evidence of this at the convention, in the form of new equipment, printed materials, and teacher and advisory support for the TVEI students.

However, in the same week I received a letter from the head of science at my daughter's 10-14 high school. This letter claims that the department does not have the funds to purchase sufficient standard 11-16 science textbooks for whole-class homework

Muslim points

Sir - Your report from the annual conference of the Socialist Education Association (TES, July 4) exposes some of the misconceptions and ignorance surrounding the recent establishment of Muslim schools, whether independent or voluntary-aided.

Two points raised in the article need to be answered:

● Your correspondent makes mention of "demands by some ethnic minorities to set up their own schools, such as the Muslim voluntary-aided school proposed for the London borough of Brent".

● Mr Graham Lane, the SEA general secretary, is reported to have said that the existing policy of voluntary-aided schools is "fundamentally racist" and that "we oppose Muslim schools".

Muslims are not an "ethnic minority". About one-fifth of the world population and members of virtually every socio-linguistic and national group have accepted the ideals of Islam (that is, are Muslims). It is, therefore, totally inappropriate to use the word "ethnic" to describe the Muslim community. In the school mentioned, in Brent, there are 23



nationalities represented among the pupils and staff, which answers Mr Lane's remark about being "racist". He has also conveniently overlooked the fact that the majority (65 per cent) of voluntary-aided schools are Anglican.

It is clearly apparent that it is the SEA which is being discriminatory by trying to deny parents of all denominations - Anglican, Catholic, Methodist, Jewish and Muslim - the right to have their children educated according to their own faith or beliefs.

Instead of trying to close voluntary-aided schools by hiding under the popular "anti-racist" banner, why don't the socialists admit that the reason they are opposed to such schools is because they have no control over them for their own political indoctrination purposes?

It would be interesting to know what the official Labour Party policy is on this issue, but its spokesman, Giles Radice, has so far (after three months) been unable or unwilling to find the time to let us know. With the Muslim vote being crucial in many areas of the country, I suppose it's hardly surprising that they don't want us to know their true feelings and loyalties.

YUSUF ISLAM
Patron
Islamia primary school
Brondebury Park
London NW6

Olympic spirit

Sir - In response to the dean of the faculty of science at the University of Surrey (TES Letters, May 20), I agree that girls appreciate co-operation. Unfortunately, with 17 different languages being spoken at the International Physics Olympiad, solving problems in a week in mixed language groups would be very difficult to organize.

However, I would like to reassure the dean that the spirit of co-operation between the various countries was very much in evidence in the two Olympiads that I have attended. Recently, a former British team member said that it was this spirit that struck him most.

We managed last year to agree and to adopt a new, more modern, international syllabus and students and leaders alike welcomed the opportunity to discuss physics and find other things in common.

A G BAGNALL
Member of the British
Physics Olympiad Committee

Beating rights

Sir - The impending Education Bill has stimulated debate once more on the use of corporal punishment in British schools. Public opinion on this issue has undoubtedly been influenced by the ruling of the European Court of Human Rights in the Campbell and Cosans case, whereby parents' "philosophical convictions" against the use of corporal punishment must be respected in maintained schools.

Interestingly, a group of Swedish parents lodged a complaint at Strasbourg in 1979, contending that their

"religious and philosophical convictions" were not being recognized by virtue of Swedish legislation forbidding parents from corporally punishing their children. The "Blom" case ultimately failed to progress beyond the Commission stage but it does, however, demonstrate the emotive extremes emerging from juvenile delinquency.

MARIE PARKER-JENKINS
Doctoral candidate
School of Education
University of Nottingham
Nottingham

Review oversight

Sir - The reviewer of my film *Good Companions* (TES, June 20) has paid as little attention to its content as he did to my Christian name, which is not Victoria.

In particular, I was sorry that no mention was made of the work between normal and handicapped children.

dren of different ages. This kind of integration is receiving increasing attention today. Other critics and teachers find this approach challenging and relevant.

VERONICA SHERBORNE
26 Hanbury Road
Clifton
Bristol

LETTERS

No real policy to deal with physics shortage

Sir - The problem of attracting teachers in shortage subjects such as physics has been with us for many years. Why has there been no serious attempt to tackle the problem? I suggest that this is because there is no coherent set of ideas around as to how one might proceed.

Instead, we get outsiders saying "pay physics teachers more than others". This is clearly unacceptable to a majority of the teaching profession. We also get Derek Standen (TES, June 13) pointing out that science teachers have a more difficult job than some others and anguished letters in reply (TES, June 27) explaining difficulties in other subject areas such as music.

Let us first accept that salary levels are causing recruitment difficulties in many areas of secondary schools at present. The Acs solution, or something similar, will have to be implemented within a year or two. Now let us go further. It will be necessary to find out what we are asking teachers in different subject disciplines to do and how long they need to do it. In industry, such a proposal might well pass without comment. In education, it will either be received with incredulity or a shrug of the shoulders denoting impracticability.

Yet the differing tasks which teachers in their various subject, management and age group areas are asked to perform have never been evaluated for the time needed to do them. So we are left with the ludicrous situation in

which some secondary teachers have to work double the hours that others do in order to do a reasonable job. Moreover, workload and pay scale seem to have little or no relationship with each other.

The job of science teaching could be made significantly more attractive if acknowledgement were made of three demands in addition to being highly academic. Second, class sizes of 24 to 32 make practical work over-demanding. Third, adequate financial and technician support is needed.

There is, however, no point in tackling the science teacher problem in isolation from the rest of the profession. We need activity-led staffing and support for all teachers.

Since entering teaching from industry 20 years ago, I have heard successive ministers lamenting the shortage of physics teachers. Now the drift from physics teaching is reaching alarming proportions, even in this pleasant country.

When will someone have the courage to analyse the problem on behalf of all teachers and then act?

P B CLARK
Head of physics
The Purbeck School
Wareham
Dorset

Poly course

Sir - Regarding your article "Government to push for more physics staff" (TES, June 27), I should like to point out that, at the instigation of the Inner London Education Authority, Thames Polytechnic launched a CNAA-validated postgraduate diploma course in physics for teachers in 1980 aimed at suitably qualified and experienced school teachers wishing to specialize in physics.

Since then, more than 100 teachers seconded from more than 16 local education authorities have successfully completed the one-year full-time course.

This, I would venture to suggest, is one of the most substantial and sustained contributions yet made towards alleviating the shortage of physics staff.

DR T A LEE
Senior Lecturer
Department of Material
Science and Physics
Thames Polytechnic
Wellington Street
London SE18

Electronics fused

Sir - I have had it confirmed that the GCSE subject, Electronics, will have to conform to the National Criteria for science subjects. This is surely a grave error. The National Criteria seek to impose processes of being a scientist on the subjects in question. These processes are not the same as the processes of being an electronics engineer. Scientists tend to be analytical. Engineers tend to be creative.

This country does very well in the education of scientists. Our share of Nobel Prize winners demonstrates this. However, our position in engineering is less distinguished, at least in terms of electronics. Most of the inventiveness stems from the US and production expertise comes from Japan.

Lawyers and doctors would hardly leave the teaching of law and medicine to people outside their respective professions, however eminent. Surely the DES and Secondary Examinations Council have to realize that we must use the best expertise we have in engineering to teach engineering subjects, and not to pigeon-hole them as a mere branch of physics.

DEREK ALUM
Electronics lecturer
North Oxfordshire Technical
College and School of Art
Broughton Road
Banbury

Letters should be as brief as possible and typed on one side of the page only. The Editor reserves the right to amend or cut letters where necessary.



By the boards

Sir - As the French PGCE tutor at St Luke's, I recently wrote off for the French GCSE syllabuses and specimen papers to the five different boards in England and Wales, explaining that I would also be acting in an advisory capacity to local schools. The range of service (or not) is quite astounding. First place had to go to London and East Anglia Group for their prompt service. Narrowly piped at the post was the Northern Examinations Association who, as with LEAG, sent me materials free of charge and a personal letter! Cantering along in third place came the Midlands group who also sent me an invoice... And trailing along in fourth place (or would the racing term be "pulled up?") is the Southern group, who returned my letter saying that my order was for less than £5, they could not invoice me and would I please send a cheque?

FEU's future

Sir - Perhaps you would allow me to correct and update Mark Jackson's somewhat mischievous article (TES, June 27) on the possible relationship of the Further Education Unit to the Further Education Staff College at Goombe Lodge and the soon-to-be-established National Council for Vocational Qualifications.

It is true that the expansion by the Department of Education and Science of the remit of the unit in 1983, and increased activity by the staff college on behalf of the Manpower Services Commission, has given the impression of some overlap. To clarify the functions of the two organizations, we have constructed a joint statement, and this was published in the FEU spring 1986 newsletter.

Mark Jackson is correct in saying that the FEU board of management was, and is, disturbed at the narrowness of the responsive college project that the staff college is managing on behalf of the MSC. Whether or not the project staff were indignant at our suggestions for "action" is for them to say. Our impression was that the project's steering committee was generally supportive of the FEU's views. Notwithstanding that, I think it only fair that you should report that harmonious relationships do exist between the professional staff of both organizations and a reading of our joint statement will explain why this is so.

With respect to the future of the FEU, however, I am afraid that Mark Jackson was somewhat premature. It is not abortive, in his prediction that a new permanent chief officer is to be appointed when I retire next year. The board of management, in considering this item at its meeting on July 3, were informed by the DES that in



Jack Mansell: harmonious relationships

view of the setting-up of the new National Council for Vocational Qualifications the "future role and scope" of the FEU was still a matter of consideration by ministers. Faced with that knowledge, the board decided that any immediate arrangements for appointing my successor would have to be deferred. A form of consultation will be offered to the FEU board of management by the DES, and meanwhile the board's members will be discussing with their nominating institutions the "role and scope" of the unit that should exist once the national council arrives on the scene.

I have no doubt that there is a role for the FEU and I hope its track record over the years rather obviously demonstrates this. In a nutshell, the FEU is about reviewing and supporting the

further education system in serving the community at large, including of course employers; this is not, as I see it, an automatic part of the remit of the new National Council for Vocational Qualifications.

However, this is an issue that is presumably to be discussed within the DES over the next few months. In view of the above I await with some apprehension Mark Jackson's further thoughts on the future of the FEU, but if your readers are concerned, then a letter or three to the minister might help.

JACK MANSELL
Chief Officer
Further Education Unit
Elizabeth House
York Road
London SE1

Courses

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

Applications are now invited for Spring Term 1987

SCHOOL MANAGEMENT TRAINING PROGRAMME

The one-term full-time D.E.S. priority programme for:

Headteachers of primary schools;
Heads & Deputies of secondary schools & colleges;
Heads of special schools, services & resource units;

organised by the

Education Management Unit
Managing Partners: John Sayer, John Wall, Pamela Young.

Details also available for:

One-Term Fellowships
Basic 20-Day Management Programmes
Seminar/Workshop Series: Management across the Education Service
International Training Trainers Programme.

Full particulars from Education Management Unit, Vers Wassberg, 85 Gordon Square, London WC1H 0NU. Tel: 01 638 1500 Ext. 498. (0918)

NORTH STAFFORDSHIRE POLYTECHNIC

IT'S NOT TOO LATE TO MAKE SURE THAT THE ARTS HAVE A PLACE IN THE SECONDARY SCHOOL CURRICULUM

It's not too late to apply for a place on our

DPSE HISTORY OF ART & DESIGN (CNAA)

For further information, contact: Christopher Webster, Department of History of Art & Design, North Staffordshire Polytechnic, College Road, Stoke-on-Trent ST4 2DE Tel: (0782) 45631, ext. 337 (0918)

EALING COLLEGE of Higher Education

Library & Information Studies

★ BA (Hons) in Library & Information Studies. 3 years full time.
★ POSTGRADUATE DIPLOMA in Library & Information Studies. 1 year full-time, 2 years part-time.
Details from:

Admissions, Room No. 167,
Ealing College of Higher Education,
PREPOST, London, W5 6RF. Tel: 01-579 4111. (0909)



ZZZ

(exp. prolonged/intox - used as a visual representation of sleep or snoring esp. in cartoons (limit. of snoring)).

The Last Word in Free Gifts

In fact, the very last word in the free gift which you will receive when you send off for your year's subscription to *The Times Educational Supplement*.

The Longman Concise English Dictionary retails at £9.95, but we will send you one of a special limited edition in the TES's own 75th anniversary livery absolutely free. Incorporating over 50,000 headwords with clear concise definitions, what school library or home bookshelf is complete without one?

Equally, what professional educationalist can get by without their own copy of *The Times Educational Supplement*?

To take advantage of this offer just complete and return the coupon below, together with your cheque or postal order for £36.

THE TIMES

Educational Supplement

Please send me *The Times Educational Supplement* for one year (52 issues) and my free copy of the Longman Concise English Dictionary. I enclose my cheque/postal order for £36 covering a year's subscription, made payable to Times Newspapers Ltd.

Name _____ (2LD)

Address _____

Signature _____ Date _____

Please send this coupon, together with your remittance to Linda Bartlett, *The Times Educational Supplement*, Priory House, St. John's Lane, London EC1M 4BX.

Offer open to new subscribers in UK only and closes on September 30 1986

TALKBACK

Hand it to them

CAROLINE ROUF

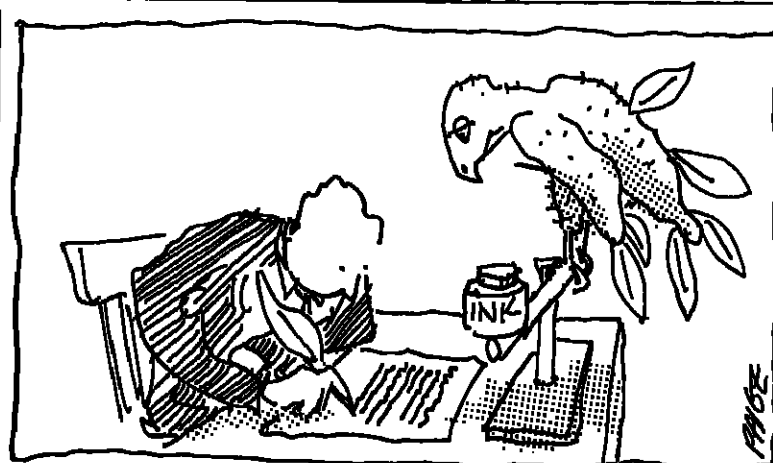
The development of handwriting is not the learning-to-ride-a-bike type of skill it is often assumed to be, especially by secondary school teachers. Most people do not develop their mature hand until they are adults. This is not simply a question of whether or not a cursive script was taught at an early age — we can all remember experiments with handwriting: the flourishes and affectations of an adolescent hand, reflected in a similar way by dress, hairstyle, make-up and mannerisms.

For many secondary pupils, time needs to be given to handwriting. Do they know why "joined-up writing" is thought to be desirable, and which particular features of their writing make it difficult to read? Handwriting needs to be discussed periodically right through adolescence, and the different handwriting registers one is required to develop in life rehearsed.

Most people practise at least four different kinds of writing — a formal "best" (letters of application), a fast but clear (exam letters to friends), capitals or other non-cursive script (parcels, diagrams, notices, forms) and a private hand or scribble (first, using abbreviations and other personal shorthands).

All too often, a teenager's immature hand is allowed to deteriorate rapidly by being forced to write too fast before a really free and legible style has had a chance to develop. In such cases, it then becomes increasingly difficult to produce a formal best handwriting when the need arises.

For children who panic easily, either because "you're going too fast, Miss, I



can't get it all down", or under exam pressure, it can be very reassuring to use a stopwatch and time them over half-a-page or so, once at their panic-stricken fastest, and once at their fast but clear speed.

This reveals to them that the differences in time is usually of the order of half-a-minute or so over a three-minute stretch of fast writing, and that illegibility has more to do with their state of mind than reality.

Several other approaches are also needed. When teachers dictate too fast or rub off the blackboard too soon, pupils pay the price in exercise books which are useless tools for revision or further study.

The whole question of handwriting as a skill, of pupils' notebooks as tools for learning, and the merits and demerits of dictation and copying needs to be discussed as a matter of policy among the teachers.

One can also encourage pupils to take an intelligent interest in the development of their own hand, and to develop enough objectivity to realise that a small reduction in speed usually results in a much-improved end-product. Confidence is crucial, for not only is it the best guard against panic,

but a confident request to the teacher to slow down is more likely to be effective.

There are also those young writers with reasonably well-formed letters and fluent hands whose final script is so messy and full of crossings out that it is indecipherable on that account — no matter how fast they write. Extra means would become available to protect and enhance our profession and the education service.

These could include a joint communications committee aided by a single advertising company. Even while our pay is still poor, our numbers mean that we could still have, if we so wanted, a publicity fund of daunting proportions.

There could also be a joint Parliamentary committee to inform and influence MPs; joint enquiry teams into how government, industry and commerce are treating our school leavers; and other joint committees on curriculum, schools and the world of work, school resources, school buildings, examinations and entry into the profession.

We could take the lead in arranging annual conferences to discuss educational philosophies and methods — a kind of British Association for the

United we stand

NORMAN SOFIER

The next few months could be momentous for teachers. As union leaders rise to the challenge of a crucial pay claim, they may also clear their way through a thicket of rivalries and glumness the intimidating prospect of a unified profession, its unity hard won through strenuous effort.

Considerable unity has developed in the schools between members of different unions. We have realized that we have a common aim, to be members of a caring, respected and properly paid profession.

If our negotiators emerged united, and if we were ready for them, so much that seemed impossible would be quickly within reach. Extra means would become available to protect and enhance our profession and the education service.

These could include a joint communications committee aided by a single advertising company. Even while our pay is still poor, our numbers mean that we could still have, if we so wanted, a publicity fund of daunting proportions.

There could also be a joint Parliamentary committee to inform and influence MPs; joint enquiry teams into how government, industry and commerce are treating our school leavers; and other joint committees on curriculum, schools and the world of work, school resources, school buildings, examinations and entry into the profession.

Advancement of Education, both widening our own horizons and establishing our central importance in educational debates.

A joint editorial board of teachers and academics could produce a journal, with papers from the conference and other research papers during the year.

Union research and publicity already do much of this. But combined and co-ordinated efforts would command much more attention and have much greater effect.

In a short while we could establish the equivalent of a professional body like the British Medical Association and like the BMA, which speaks not only for doctors but for medicine, we could speak for education as well as ourselves.

But doubts and reservations jostle in our minds along with our wishes for unity. The greatest division is over the issue of militancy or non-militancy. To varying degrees, we parade military, and sometimes TUC membership, as a touchstone of moral purpose, or we claim non-militancy, a kind of conscientious objection, as a sign of moral responsibility and commitment.

Though seriously held, these views can create what might be called a large pole effect, as we fend off thoughts of unity with other unions.

Yet all the time militant action itself has been so reluctantly taken that it seems absurd it should have become such a divisive issue. Teachers have in many years been loath to resort to it, in whatever union.

Can it really be necessary to have the profession split more or less into last ditch reactions to desperate circumstances? We now have a great opportunity. Since we have so much in common, could we not trust one another's sincerity and find the resourcefulness to achieve a sensible accommodation among ourselves?

Norman Sofier is head of career at Nicholas Breakspear School, St Albans.

FEATURES

Educating Rita
(and the rest of the street)

Adriana Caudrey finds adult education flourishing in Coventry primary schools

Rita Harris and her next-door-neighbour-but-one, Teresa Billing, sit at the back of John Norton's Tuesday morning basic arithmetic class at Hearsall community primary school, in Coventry. It's an airy classroom, with spider plants in the windows and pocket calculators at everyone's elbow.

"We get the street educated," says Rita. On Monday she goes to art, with a neighbour three doors away. Wednesday is English, with Teresa and the woman who lives between them; and the same afternoon Rita goes to sociology on her own. Thursday? That's coffee morning for the street.

Rita explains how it all started. "Teresa wanted to do maths and I wanted to do English. So, I said: 'I'll do maths, if you'll do English.' I don't enjoy sociology so much because I go to it on my own and if I get stuck I can't talk to anyone about it."

Rita, at 40, is a housewife with three teenage children, and Teresa is 34, a part-time nurse and mother of two. They and 600 other mature students — mostly parents from poorer parts of the city and almost all women — have gone back to primary school to pick up their education where they left off, maybe 35 or 40 years ago.

They are taking part in a five-year-old project, in which Henley College of Further Education sends some of its lecturers into Coventry primary schools to teach adults. This year Henley's general studies department is running 50 classes, mainly O level, in 28 primary schools.

The project has grown enormously at a time when demand for more traditional adult education has tended to drop. It seems that adults whose formal education ended years ago find it less intimidating and more convenient to join classes on their doorstep than to trek to the FE college.

The primary schools are almost all within Coventry's five educational priority areas, all of which have been designated community education projects. Classes are provided free to people who live within the areas and the college finances the scheme through its income from foreign students and Manpower Services Commission work. From September, the college hopes to make all these classes free. The project is just one piece in a jigsaw of primary-based community activities. For example, Hearsall also hosts mother and toddler and women's groups, woodwork classes, and bingo.

Henley's primary school "mission" was launched when Flo Robinson, a teacher adviser for the Eburne community education project, on the college's doorstep, asked Kevin Horrigan — senior lecturer in charge of community education — whether Henley would provide an O level English class at Eburne School on the deprived Wood End estate. The college's new and unusually receptive principal, Ian Credland, gave the go-ahead.

Mothers had already been gathering at Eburne for informal classes and were asking for something more formal. "These were really gifted women whose talents weren't being tapped" says Flo Robinson. But she had initial misgivings



"Wok's it for?" — John Ruddock's cookery class.

about entering them for an O level, in case the results were disappointing. "We're in the business not of failure, but of success." In the event, nine of the 11 women who took the exam passed, a few with flying colours.

One of those first students recorded her reactions: "Maybe two O levels, in comparison with the exam passes that teenagers gain, doesn't seem like much of an achievement, but to me it meant everything... By writing essays I was allowing someone to look inside my head, read my private thoughts and feelings. I hadn't written an essay since I'd left school 19 years before... Your mind is opened up to a new world. For years I'd just been 'the wife' or 'mum' and I'd slowly realised that I was an empty shell."

The exam successes continue. Last year three of the English Literature O level students got an A grade, and no one got less than a C. In English language O level, there were nine As and 22 Bs, within an 82 per cent pass rate. A student in John Norton's basic arithmetic class got the RSA's highest award, the bronze medal, for the best paper in the stage two exam.

Despite these accolades, the project does not set out to be exam-orientated. It's the students who reach a certain age, you want to achieve something," says Rita. There's a fair amount of pressure, because in most subjects students take their exams after just one year of two-hour lessons each week. But the social contact is important too. The cup of tea halfway through the geometry lesson is an essential part of the exercise.

One of the spin-offs from the classes is that the mothers are better able to keep up with their children's schoolwork. Rita says: "Our children started to outgrow us and went to their dads for help with homework." Now, she and her daughter work at their maths together. Ann Chester, another part-time nurse, says: "The classes have helped me with the kids. They've put me on their level. They're quite amazed to see me doing my homework along with them."

Many mums go to the same school as their children. Sue Brennan does Maths at Hearsall and English at Mount Nod, where her two children are pupils. "The kids says: 'Are you going to school today, mum?' We set off together and my son sits in the next classroom to me. John Norton, the maths teacher, says: 'The girls get really nervous about the exams. It helps them to realize how their children feel with maybe six O levels in one week.'"

Initially, Henley provided only maths and English classes, but then the women became more adventurous and asked for other subjects. "The first courses were started primarily to help parents to help their own children," said Kevin Horrigan. "But that very first group wanted to go for a course which would lead to an English language O level qualification." This year, Henley's classes include electricity, working with children, cooking, O level history, sociology and psychology, and A level English and psychology.

New classes are introduced after long consultation between Kevin Horrigan, the CEP adviser, parents and the primary school heads. Virtually all the primary schools now have one assembly a week which parents attend, and Kevin regularly sits through assemblies so he can talk to parents afterwards. Each year there are fluctuations in the number of schools taking part and some may drop out while others join in. Henley's principal has agreed to let the project expand to meet the demand.

Psychology O level has become one of the most popular courses. Peter Drake's class at Court-house Green attracts some 20 students. This particular afternoon, with exams approaching, Peter, a genial man with a moustache and a florid complexion, runs through "exam psychology". "Don't panic... just relax... don't worry about being worried, that's destructive... it helps to be a bit nervous." And lastly: "Get there early." Bang on cue, one of the class skids into the room, dropping her shopping bags: "Not like me," she laughs.

Olivia 52, Robert, bearded; and Usha, a young psychiatric nurse, sit in the back row. Olivia left school 37 years ago and began her re-education with an English O level. Robert, the lone man in the class, wants to become a welfare officer. Why does he think so few men come on the courses, although, with high unemployment, in the city many are at a loose end? Olivia answers for him.

One of the spin-offs from the classes is that the mothers are better able to keep up with their children's schoolwork. Rita says: "Our children started to outgrow us and went to their dads for help with homework." Now, she and her daughter work at their maths together. Ann Chester, another part-time nurse, says: "The classes have helped me with the kids. They've put me on their level. They're quite amazed to see me doing my homework along with them."

Many mums go to the same school as their children. Sue Brennan does Maths at Hearsall and English at Mount Nod, where her two children are pupils. "The kids says: 'Are you going to school today, mum?' We set off together and my son sits in the next classroom to me. John Norton, the maths teacher, says: 'The girls get really nervous about the exams. It helps them to realize how their children feel with maybe six O levels in one week.'"

Initially, Henley provided only maths and English classes, but then the women became more adventurous and asked for other subjects. "The first courses were started primarily to help parents to help their own children," said Kevin Horrigan. "But that very first group wanted to go for a course which would lead to an English language O level qualification." This year, Henley's classes include electricity, working with children, cooking, O level history, sociology and psychology, and A level English and psychology.

New classes are introduced after long consultation between Kevin Horrigan, the CEP adviser, parents and the primary school heads. Virtually all the primary schools now have one assembly a week which parents attend, and Kevin regularly sits through assemblies so he can talk to parents afterwards. Each year there are fluctuations in the number of schools taking part and some may drop out while others join in. Henley's principal has agreed to let the project expand to meet the demand.

Psychology O level has become one of the most popular courses. Peter Drake's class at Court-house Green attracts some 20 students. This particular afternoon, with exams approaching, Peter, a genial man with a moustache and a florid complexion, runs through "exam psychology". "Don't panic... just relax... don't worry about being worried, that's destructive... it helps to be a bit nervous." And lastly: "Get there early." Bang on cue, one of the class skids into the room, dropping her shopping bags: "Not like me," she laughs.

Olivia 52, Robert, bearded; and Usha, a young psychiatric nurse, sit in the back row. Olivia left school 37 years ago and began her re-education with an English O level. Robert, the lone man in the class, wants to become a welfare officer. Why does he think so few men come on the courses, although, with high unemployment, in the city many are at a loose end? Olivia answers for him.

"A lot of men are worried the women will be more intelligent." According to Robert: "A lot of blokes don't realise this isn't like their school-days. You can sit and have a smoke."

Some people retain such unhappy memories of school that it puts them off coming back, says Sheila Karan, teacher adviser for Hillfields CEP. The other main stumbling block, she says, is lack of confidence: "We'd like to respond to what people ask for, but not many people even have the confidence to think their voices will be heard."

Often, she tries to approach parents through existing groups, such as mothers and toddlers. Where there is already a class in progress, there's a ready constituency. Many women would not be ready to enrol on an O level course, but might be tempted by a shorter course.

One of these is John Ruddock's one-term cookery class at Hillfields primary school. John, a catering lecturer, teaches and entertains an audience of young mums from the nearby high-rise flats. A big, fresh-faced, black man, with a charismatic personality, and dressed in chef's hat, striped trousers, white jacket and scarf, he takes them through every step of what he's doing. Nothing takes longer than 20 minutes to prepare and everything is cooked on a two-ring Baby Belling.

One woman admits she didn't know how to use her wok, until John showed her. "She said to herself: 'Wok's it for?'" he gags. He's aware that his exotic dishes — and demonstrations — add spice to the women's lives. Theresa Mallon, a young mother, with tattoos up her arm, confides: "I don't know what I'll do when the class finishes." Before this class started she'd been to child development and was thrilled to get a certificate at the end of it: "It's something to be proud of," she says. John is sensitive to the women's need for proof of their participation and he produces beautiful handwritten scrolls for them.

As Sheila Karan says: "Community education doesn't particularly identify itself with paper qualifications, but a lot of people like to be able to produce them and says: 'This is what I've done.' This may all seem to be a far cry from Flo Robinson's first informal parents' classes, when, she remembers: "Carol would sit curled up in the chair, with her coat on, eating crisps; someone else would get up and put the kettle on and then a kid would come over for a cuddle." But much of the founding philosophy still remains and the tea breaks are central to it.

According to Flo, the main aim has always been to encourage students' confidence — "confidence as people, confidence as parents, confidence as educators of their children." Perhaps you can't actually teach people confidence. It is just one of the many spin-offs from the classes. Confidence breeds confidence... and a demand for more education.

The gift of tongues

MICHAEL J SMITH

One of the currently fashionable ways of gently knocking the style of modern language teaching which is now on its way out with the advent of GCSE is to say that we have been teaching about the foreign language, rather than teaching the language itself.

I believe, though, that we are in danger of throwing out the baby with the bathwater. The skill-based approach and the academic approach are by no means mutually exclusive. We have, of course, retained for the higher grades of GCSE various modes of foreign language writing where both accuracy and imagination can be rewarded.

But those of us academically brightest pupils whose analytical minds derive pleasure from wrestling with a problem, actually enjoy speaking about the language as well as speaking the language itself.

To deprive such language students of the need, and opportunity, to do so is to continue the rape of language study which has so far led to the near-decime of the classics and the severe reduction of so-called "minority" modern languages such as Russian in the state sector.

I have now finished teaching what will be my last O level language class. As well as preparing them for the Oxford Delegacy's examinations (translation, comprehension, dictation, free composition, oral test), I have been able to share with many of

them, as with their predecessors, a mutual love of language for its own sake.

When translating from the foreign language into English, we have been able to argue together as to which word or phrase would be the most appropriate to a given context. Together, we have been able to demonstrate that translation, far from being an exact science, can rank with the arts in terms of original creativity.

Even the least artistic have been able to appreciate that a particular turn of phrase or lexical item may not be actually wrong, so much as not the happiest choice of two or more possibilities. This classroom dialogue has frequently had to result in an agreement to differ, as adamant opinions have heatedly clashed. This, I believe, is education.

Just as words in their context can be enjoyed, so vocabulary *in vacuo* can have its own intrinsic value. Eyes can be opened to O level work, to the broader sweep of French, when the teacher points out, for example, not only that *finir* means "to finish" but that English verbs ending in "-ish" often have a near-identical French form in "-ir". English corruptions of French phrases (mayday/malder) will open many eyes, while "frangiles", popularized by Miles Kingdon, never ceases to delight.

One could adduce countless such parallels, which not only help language learning, but are of linguistic appeal in themselves. To dismiss such aids to language awareness as merely "teaching about the language" is to rob our ablest students of one of the richest rewards of studying a foreign tongue.

Michael J Smith teaches at Noadswood Comprehensive School, Didsbury, Hampshire.

Imaginary gulf

MALCOLM STEVENS

"Off on holiday again are you?" was the question most frequently put by my colleagues. But this camp was an entirely new venture. Instead of taking 'my own school to the Isles of Scilly, I was asked to join the local junior school camp and take eight second-year pupils as helpers.

After 11 years teaching 11 to 16-year-olds, I had come to view the whole of primary school as a separate very different, entity. The real experiment was to explore how big a gulf there was between primary and secondary school teachers.

I was surprised to find that top juniors can usefully occupy themselves for much longer periods than older children. Try telling my lot to wait a couple of hours until it is their turn to go sailing and they would soon be up to no good.

The younger ones seemed to need continual reassurance and hand-holding — something which we never even think about. In most other respects, they were a bunch of kids like any other, only younger and infinitely more enthusiastic, with a large capacity for learning.

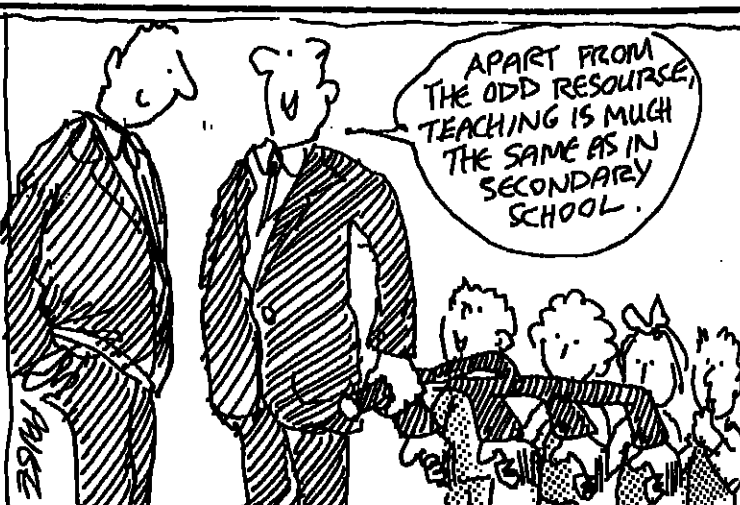
Visiting farmhands

PAMELA TAYLOR

We are lucky enough to have a small farm unit in our school — but we often question whether its cost is justified, even though its educational possibilities are legion.

In the summer, it can be almost idyllic: in the winter, we face the stark realities of feeding animals when snow is on the ground, and braving a muddy quagmire to collect the eggs.

Last autumn we started a new venture, involving a group of four pupils from a local special school for pupils with severe learning difficulties. Some of the pupils also have physical



After making a few obvious errors in readjustment, my apprehensions disappeared. Quite simply, there was no difficulty and little difference handling younger ones. Nor was there any great diversity in aims, or even in content — and all without previous planned liaison.

I could only conclude that the great gulf does not exist, at least in the minds of children. It is only we teachers (reinforced by society) who are responsible for the barriers we erect between ourselves.

To look for a bridge is to miss the point. Demolish the prejudices and a path will open up. My comprehensive colleagues generally have to work

extremely hard just to maintain the interest of their pupils — not so primary teachers. No wonder many staff in comprehensive schools become cynical to survive barriers of apathy, and end up feeling the same towards colleagues in primaries.

For one week, I crossed over into foreign territory. Far from being lost, the experience was exciting. If I seek further forays (exchanging classrooms, for example) will I meet the knowing nod and "Well, it's easier to cope with junior kids" or "I expect he thinks that promotion prospects are better?"

Malcolm Stevens teaches rural science at St Ives Comprehensive School.

difficulties). The school encourages pupils aged 18 and 19, in their final school year, to spend time out of school, working regularly with outside organizations in order to facilitate transfer into the "real world".

Four pupils Karen, David, Stephanie and Martin came to the unit on Tuesday afternoons accompanied by their teacher and MSC helper Matthew. They perform routine farm tasks such as milking, feeding, mucking out, and grooming goats, feeding the hens and collecting eggs; and gardening tasks such as sowing seeds, pricking out seedlings in the greenhouse and taking cuttings. They have impressed Tony, our stockman, by their enthusiasm and dedication.

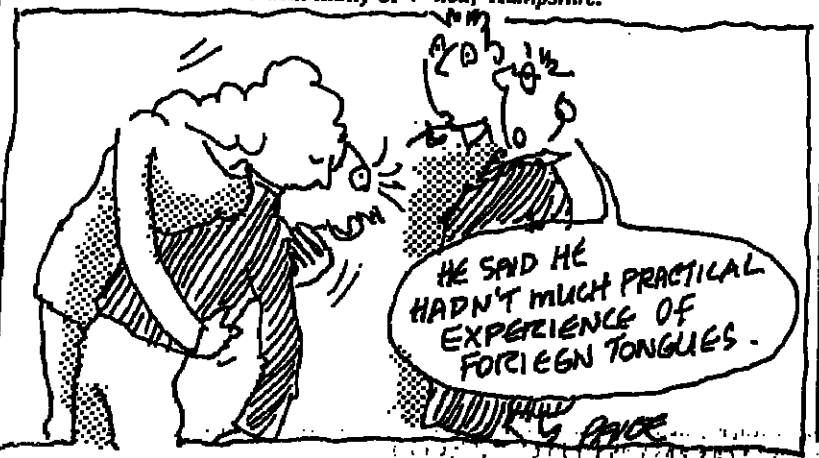
What have our visitors got out of this? They have only been allowed to come here after earning the right to do so. Coming to our unit is the currency of privilege — something our own biased pupils take for granted. Their initial nervous reaction has changed to pre-

ter confidence in their own abilities to perform a task and handle animals. Follow-up at their school is easier and pupils now realise where some of their food comes from and how to grow crops. Martin has left and is now at a special FE college where he is in charge of a greenhouse.

On our side, we are pleased that the unit is being used more in the practical way intended. Our visitors are accepted by our pupils, who have begun to realise the unit's worth. Their enthusiasm is refreshing and their contribution is valued. It is debatable who has gained the most.

There is no doubt about the success of this venture and we hope to continue it next year when our visitors will be part of the school.

Pamela Taylor is Head of Biology at Langleybury School, Watford, Hertfordshire. The visitors are from Breakspear School in Abbots Langley.



Ingredients of a good partnership

Jean Rudduck questions the logic behind the official criteria for teacher training courses.

The trouble with the Council for the Accreditation of Teacher Education's criteria for teacher training is that they require so much busy attention to the logistics of implementing them that we may fail to examine their underlying logic, both individually and as a set.

If only CATE had started by inviting us to describe the principles and philosophy behind our courses, and then asked us to show how the criteria could fit within that framework. Then the criteria might have been more valuable, making us think about important aspects of our work, such as the role and responsibility of teachers, or the basis of our own credibility and expertise. As it is, a slavish and conformist adherence to the surface demands of the criteria could fracture the existing, or emerging, coherence of teacher training courses.

As they stand, the criteria are a pretty crude assortment. They do not seem to be based on research evidence or logical analysis. Take the insistence on a 36-week PGCE course.

It seems to have been assumed that extending courses by four to six weeks will improve their quality irrespective of the difficulties created, or the resentment generated by uncertainty over resources. But the important question for CATE ought not to be: "Are you moving to a 36-week course?" but: "How do you propose to use an extra four to six weeks?"

In the Sheffield PGCE course we are using the extra weeks to allow groups of university students to work in schools on topics identified by teachers. This will strengthen the commitment of the course to a principle that we happen to believe in, that of collaborative inquiry as a basis for professional learning. That's the unifying thread of our course, and the extra time may well strengthen it.

Then there is the criterion of teacher involvement in the selection of students. Many of us are happily involving teachers in our selection procedures. But again, no systematic research evidence has been offered to justify such involvement, and there is no evidence to suggest that experienced teachers significantly modify the judgements of higher education tutors.

Indeed, informal evidence suggests that the agreement between teacher and tutor is so close that busy teachers might argue that higher education tutors should manage the task of selection on their own — though since we all think it proper that teachers should share responsibility for determining the quality of new entrants to the profession, this is unlikely to happen.

If we were really worried about selection, we would probably move experimentally to school-based interviews where we could observe applicants relating to pupils, and assess their skill in analysing situations. These are the qualities that it is difficult to get at in a traditional interview.

Both CATE and the Department of Education and Science put a lot of emphasis on the personal qualities of students. In *The New Teacher in School* (1982) HM Inspectorate suggests that "personal qualities of the teacher were in many cases the decisive factor in their effectiveness".

There is no convincing exploration, however, of the basis of such a judgement. When researchers scrutinised 800 relevant studies, all they could say with confidence was that good teachers were unlikely to be unsympathetic, depressed, or given to moral depravity. (See David McNamara's article in *The Journal of Curriculum Studies*, volume 12, no. 1, 1986).

Other research shows how complex the issue of personal qualities is. Teachers who are liked by other teachers may not necessarily produce the soundest learning in pupils, and teachers whom children appreciate, whom they get on with, and who help them to learn with enthusiasm may have traits that fellow teachers find intolerable. To highlight the complexity, McNamara quotes a commentary on teachers' and tutors' views of an extreme case.

In the classroom he was more than competent by any commonly applied criteria. He had control, he dealt with all events successfully, he presented interesting material in a lively way and he was rewarded with the most



Professor in the classroom — Leicester University's Maurice Galton worked with teachers and children at Concord Middle School in Sheffield.

lengthy, carefully done and lively writing to be found in the children's exercise books.

The school, however, insisted on failing him for practical teaching on the grounds that (a) his behaviour in the staff room was unacceptable (b) his appearance was repellent and (c) his materials, aims and methods in the classroom were not what was desired in the school. He had long, dark hair to the shoulders, filthy clothing (his trousers were bound up with electric flex) and a disposition not to bath very often. . . . He had too a disposition to fear and detest authority figures. . . . He also had a disposition to lick the teaspoons with which the coffee was made after stirring his own cup. . . .

(The tutor) insisted on passing him on the grounds that the children didn't find him repellent and did not remark on his appearance and that they did enjoy and find his lessons interesting. His basic disposition . . . was towards inspiring children with his love of poetry, in reading it and writing it.

McNamara goes on to ask why it is that we're asked by the DES to look out for "a robust but balanced outlook" in applicants when, given the well-documented conservatism of classroom practices, we perhaps might instead be looking out for teachers who have "a critical and reformist attitude". The issue of personal qualities is more complex than CATE and the DES appear to think it is.

There are signs that CATE's view of its criterion of "recent and relevant experience" is changing. But the early CATE documents, on a straightforward reading, argued that higher education tutors have a problem of credibility among both teachers and student teachers, and that the way to achieve credibility is to ensure that tutors become more like teachers. They must demonstrate their competence in the school classroom.

The logic is too simple. Yes of course some of our colleagues have not taught full-time in schools for five, seven or in some cases 10 years. But if credibility as teachers is what it's about, then a statutory 30 days of teaching in a local school will not, and should not, make such colleagues credible as classroom teachers. To think that credibility as a school teacher can be won so easily

is an insult to the teaching profession.

Recent and relevant experience we must have, but not as a means of pronouncing our credibility as classroom teachers. Teaching in the schools of the 1980s, in the shadow of unemployment and with inadequate resources, is a complex and demanding task. Teaching in higher education is also a complex and demanding task.

If we accept the DES's concern that training should be age specific (that is, primary-trained students should not teach secondary pupils) then we should not expect higher education tutors to be successful teachers both in schools and in higher education. Our credibility as teachers must be based on the quality of our work with our higher education students.

Another CATE criterion, partnership with schools, must be interpreted in this light. Partnership in a working relationship is essentially about understanding and respecting what each partner can distinctively contribute.

What teachers can offer is practice-based knowledge, rooted in sustained experience of a particular setting. What higher education tutors offer is an analytic perspective that is fed by observation in a range of classrooms, and sharpened by the evidence of research.

These two perspectives are the ingredients of a good partnership in teacher training. Once it is accepted that our contribution in training is different from, and complementary to, that of practising teachers, then we can begin to think what recent and relevant experience should really be about.

To fulfil their part of the contract, tutors in higher education need first to understand the problems and achievements of teachers and learners in different contexts, taking into account social, historical and ideological perspectives. Second, they must be well-informed about changing structures and practices.

It follows that recent and relevant experience could be made up of a variety of activities. It could

include periods of teaching in classrooms — but as a source of insight rather than as a basis for credibility; periods of observation in schools and classrooms; opportunities for participation in school-focused in-service activities; opportunities to conduct research in pursuit of issues that teachers regard as important; opportunities to explore the pupils' perspective on the events and interactions of the classroom.

As higher education tutors, we need to preserve our right to use the time we have in different ways. I want to hold on to the variety of experiences with different teachers in different classrooms that my PGCE colleagues now have. I don't want to narrow that experience, and risk losing those valuable relationships, by urging them to re-arrange their patterns of work in order to have a block of 30 days in one school.

At certain points in a career, such a sustained and focused experience may be very valuable, but we must be the judges of when, and why.

What higher education can give to teacher training, complementing what teachers give, is a research-based perspective. Donald Schon has pointed out that in teaching, as in other professions, we encounter certain types of situation again and again. Yet "many practitioners, locked into a view of themselves as technical experts, find little in the world of practice to occasion reflection" (*The Reflective Practitioner*, 1983). The habit of self-critical inquiry is both a defence against teaching becoming consigned to routine, and a basis for the continuing improvement of practice.

The distinctive contribution of higher education is to help both new and experienced teachers develop ways of seeing that will help them keep professional curiosity and learning alive.

Jean Rudduck is professor of Education at Sheffield University. This article is based on her contribution to a Society for Research into Higher Education conference earlier this summer.

There's a smart hotel...

Hilary Moriarty

A business friend recently told us that he would be in town near us later in the week. "I'm taking my team to the hotel there for a thinking day," he explained.

The light from another world was blinding. A thinking day? In a smart hotel? Why? "Well, there are seven of us in the team," he explained, "so it's difficult to find time at work when we're all available, and we do need to work out some strategies for the next few months. Going to the hotel takes us out of the work environment, away from telephones ringing and all the usual interruptions. It's also comfortable and pleasant, so it will be an enjoyable day. I'm sure it will be very productive."

Me too. I'm also sure. It sounds like the perfect answer to some of the management problems in teaching. I have 12 people in my department, on a split site, and half of them non-specialists. Some I never see, and those I do are usually hurrying somewhere else as I try to grab them on the hoof. The recent dispute made meetings impossible.

But how about, say, a Saturday morning in a smart hotel? What if I hire a room, and flunkies to bring coffee across deep-pile carpets to the boardroom desks equipped with notepads and pencils, elegantly pointed, and bearing the hotel crest? How about that for a radical rethink of my management problems?

I was beginning to burn with this new idea, but my friend was ready with the cold water: "They'd never come — not on a Saturday morning. At least, I know my lot wouldn't."

He continued: "You see, for something like that to work, you have to offer them an incentive, in this case, a nice hotel, yes, but — probably more important for them — a day off work. The nice hotel is no incentive on its own — and why should they give up their free time to think about the company's problems?"

Unarguable, that. I thought about all those after-school, or lunchtime, meetings when I and many like me had grappled with school problems, and I felt the stirrings of rebellion.

"If you can't offer them an incentive," he added, "it has to be an instruction — 'Be there, or else . . .'" "Or else what?" "Or else you are out — if you don't like working our way, you know where the door is!" He was smiling triumphantly, but then he actually has power of dismissal.

The view of another world may be lovely, but in the end you're still in the same old place. I can't get 12 people off time-table (ho, ho, excuse me while I fall off my chair laughing) and, tempted as I would be to throw cash and caution to the winds and book a hotel conference room for a Saturday morning, common sense prevents. Damn me. Why should they come? Why should they worry about company problems in their own time?

And yet, when my host spoke of the interruptions in his working life, I couldn't help but think of the interruptions in our lives. A different 30 people every hour storm into my "office", and they all need attention at once. Ditto for my 12 colleagues. Try putting that lot in a filing tray to await our return the next day, and see what happens.

Managing a department such as mine, with new exam courses coming up and a great deal of policy work to be done, is a bit like being a buyer in a large and important department of a big store. The difference is that you are also supposed to manage the tills, like any junior shop assistant. And the customers keep coming.

Come the revolution, someone will notice that teaching is — has to be — more than just standing in front of the classes. Time for management, for policy and strategy decisions, must be built into our working week, not shoved into 10 minute breaks. Attendance ought not to be a matter of goodwill, but it ought not to be one of sheer inconvenience either, eating into teachers' private time.

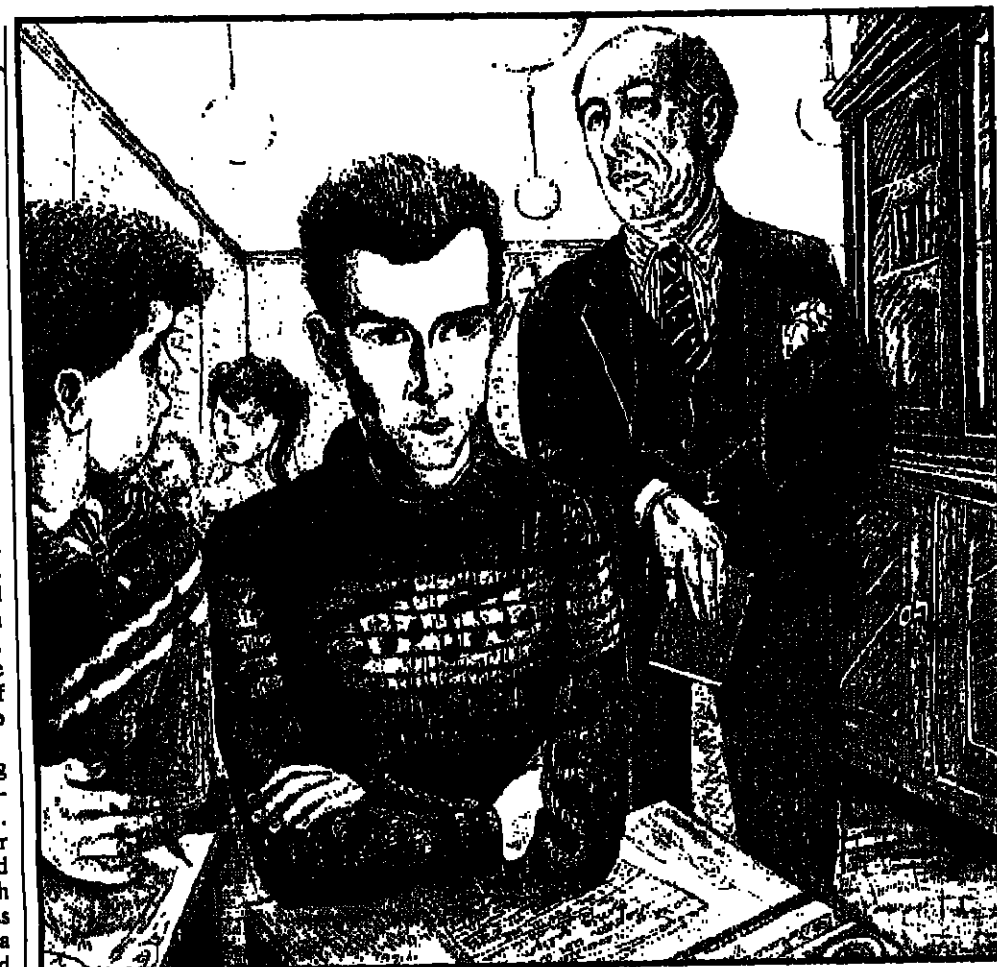
We need a structured week with time to meet built-in, like shops which announce on their doors: "Open at 10am to allow for staff training." Let the school week be different for staff and children. One day a week let the little darlings, the customers, loose an hour before us. Or let them start an hour later.

But for heaven's sake, let us stop pretending that snatched conversations over the coffee cups or scribbled notes as soon lost as read will pass for management in our schools. Let us stop presuming that teachers have no obligations after school hours. Let school problems be resolved in school time.

Hilary Moriarty teaches in Gloucestershire.

Pancho and the Philistine

Tom May



reward me with extra help. It was the start of a special relationship, and the happiest days of an otherwise miserable school life. My security rating with the pack had plummeted. I was no longer asked to go prefect-bashing with them; the roughing-up of the "Hitler Youth" straight from Adolf's Monday morning briefing was the highlight of my week, but I soon realized I could not have the best of both worlds. Prefect-bashing and Alfred Noyes did not mix.

A month or so before the end of term Pancho again asked me to stay behind "May", he said in his Dickensian fashion. "I have something to tell you that I expect you to keep in the strictest confidence. You have been selected for a grammar school places should one become vacant next term. It is against school policy for me to tell you at this stage and I make no promises. Do you understand?" "Yes Sir", I said, "Thank you". The formality of our words did little to hide the respective feelings of pride and gratitude.

But the following Monday, disaster struck. Pancho was not there and Adolf himself called the register. Later at assembly we were to learn why.

"I have some bad news," Adolf said, "Mr Pearson collapsed and died at his home on Sunday afternoon". His voice tailed off into a background hum. I was aware of some of the girls crying but felt nothing, just a dull kind of numbness and then anger, that the man, his talent, his words and love of poetry, had been senselessly extinguished. I was also angry at Adolf and the impersonal way we were told. He had sounded like some third-rate newscaster and I hated him for it. As for me, the voyage on which I had embarked firmly on course for better things, with Pancho at the helm, had changed dramatically. It had become a *Marie Celeste*, drifting aimlessly with me as the only passenger.

After much speculation by 2A the new teacher arrived. He was fairly young with a somewhat banal personality and what would have been a huge Roman nose had it not the appearance of a being sliced off at the end. He was immediately dubbed "Ollie Beak". Like Pancho before him, Ollie Beak took us for English, at which he appeared to have little flair, but our first homework exercise was to write a story from a set title. Here I thought was my chance, the opportunity to show what I had learned. It would be my tribute to Pancho.

My story was as near perfect as my capabilities would allow. It comprised many of the things my

mentor had taught me — feeling, humour, and most of all the message in which I personally believed. It had a beginning, middle and end, and even the spelling was correct, thanks to copious use of a dictionary. Pancho would be proud of me.

Sadly it was not to be. When the day came for Ollie Beak's appraisal, he read out a couple of the girls' pieces in his irritating nasal voice and commented on most of the others. "He's saving mine till last," I thought, "This one's for you Pancho, I knew I wouldn't let you down".

"Come to the front will you, May," Ollie sniffed. "When I set a piece of work like this I don't expect you to copy yours from somewhere else." I was astounded. "But Sir, I protested — he never let me finish. 'You may as well understand from the start, May, I won't tolerate dishonesty. There's always one! Every class has one!'"

I could stand it no longer, the anger and frustration boiled over. "I wrote it, Ollie Beak!" I spat. "I wrote it!" waving the now dog-eared manuscript in front of his preposterous nose. There were roars of laughter from behind and then the pack began to bay. Pandemonium ensued.

I was given six of the best by Adolf, at which I delighted in showing no reaction whatsoever, and Ollie Beak never regained full control of 2A. After all, he wasn't much of an elk.

The truce was now broken. No more "ghostly galleons", no more "cloudy seas". A few acts of dissent soon restored my former reputation and hostilities between authority and myself were resumed in earnest. I felt guilty sometimes when I thought of Pancho, but it had been the singer that was good, not the song.

Soon after this episode I was in Adolf's office again, this time to confirm my place at grammar school. To his disgust and to my satisfaction I declined. Little did I know in those turbulent youthful years that I had thrown away a future, and more important, a real tribute to Pancho.

Now a quarter of a century later as I sit in a classroom looking more than a little like an overgrown schoolboy, I sometimes fancy that a portly figure in a blue serge suit is standing behind me.

Perhaps Pancho has slept long enough — or more likely, he thinks I have.

Tom May is a bricklayer (unemployed at present) and a student in the writing class at the Maldon adult education centre, Essex.

Review

Yes, they do need protection

David Dale on the moral irresponsibility of children's phoney liberators

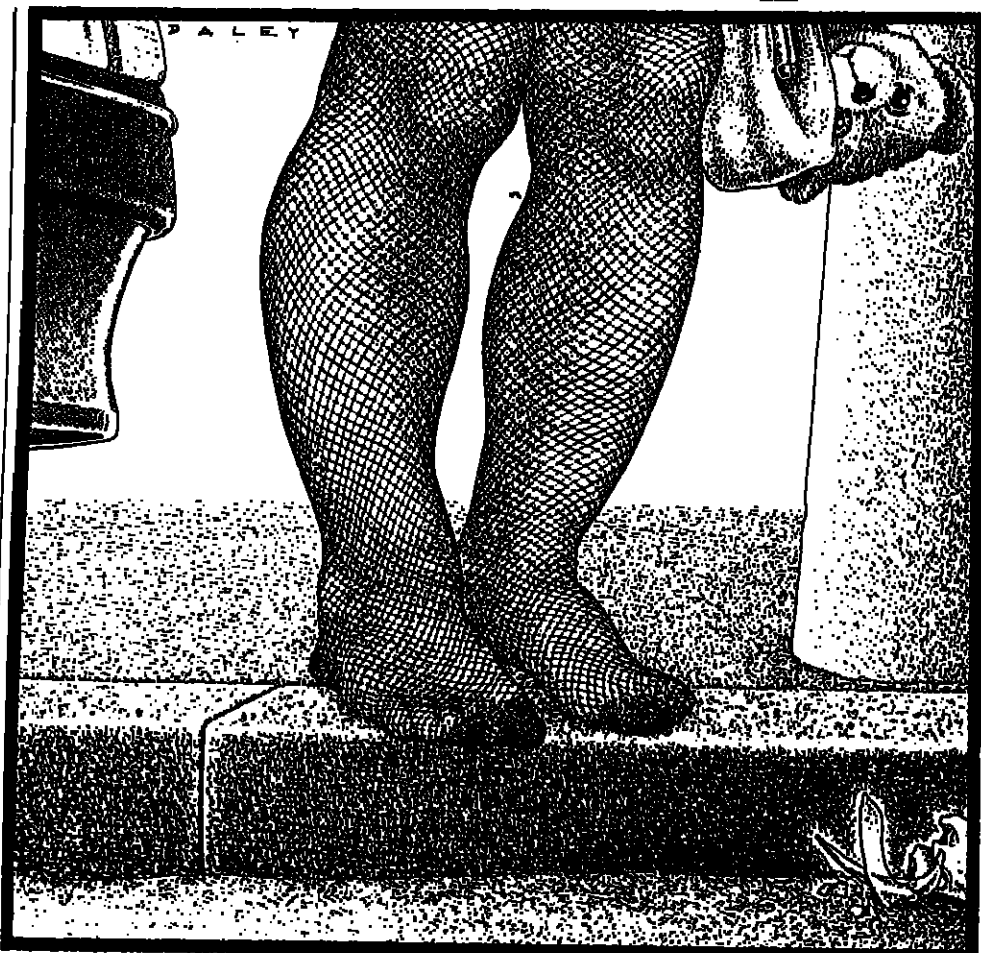
The Rights of Children. Edited by Bob Franklin. Basil Blackwell £22.50. 0 631 14711 X. £8.95. 14712 8.

In her Foreword, Patricia Hewitt expresses the fear that "some adult readers of this book may fall into the trap of ridicule". I share her concern, not because large sections of the book are not ridiculous — they are — but because, as Ms Hewitt warns, "the issue (at stake) is too serious to caricature". Unfortunately, the fact of being ridiculous is no guarantee against a set of proposals, which also happen to be misguided, dangerous and morally irresponsible, becoming incorporated into some fashionable new child care orthodoxy. *The Rights of Children* is, at various points, all of these; it is only where it is not that it is merely ridiculous. Occasionally, too occasionally, it is sensible.

What is at stake is the idea, accepted unthinkingly for as far back as we can know (and despite the voguish "childhood is a modern invention" theory) that children, precisely because of their status as children, require to be treated differently from adults. This is not to say, as some of the book's contributors believe, that our treatment of children should therefore be the same for all time and in all cultures; nor does it seek to deny (how could it?) that some children suffer appalling abuses. Rather, it merely restates that which most adults either know intuitively or quickly learn through experience, that the state of childhood confers upon adults particular responsibilities. If we wish to talk of "children's rights" then acceptance of the responsibility to treat children as children is surely the most fundamental.

The contributors to this book, teachers or practitioners of social work for the most part, are by no means united either in the rights they believe children should possess or in the justifications they offer for those rights. Some fall into the category of "liberationist", others of "protectionist"; one or two do not appear to be advocating rights at all but seem more concerned with making political statements. Where they are almost wholly united is in the view that childhood is best understood as a form of "domination", and that the "idealized myth" of adult concern for children is little more than a benign gloss disguising the ugly reality of power.

This bleak view of childhood is stated by Bob Franklin in his Introduction: "Children form a large, long-suffering and oppressed grouping in society." It should be noted that he is not referring here solely to that unfortunate minority of children who are actually suffering, but to children *per se*. It is a measure of this curious and impoverished understanding of the nature of both childhood and oppression (as well as being a



probable cause of Ms Hewitt's fear of audience ridicule) that he includes as examples of the "oppression" of children their ineligibility to vote, the requirement on them to go to school and their parents' freedom to impose discipline. In subsequent chapters, the book's authors advocate political rights for children, rights at school, in care and at work, rights for girls and for black children, sexual rights, legal rights and concludes with an account of the rights contained in the Scottish system of juvenile justice.

The determination to relieve children of their right to be treated as children is a particular mark of the liberationist attitude. Nowhere is this attitude, and the consequences which follow from it, better illustrated than in Richard Ives' essay on sexual rights. Ives argues for the right for children "to express their sexuality". "What is needed is less emphasis on the protection of children... (and more on) ... curtailing the power of those who care for children." This "right" appears to include (although Mr Ives wisely becomes vague at this point) any form of sexual activity for children of all ages. Characteristically, if one were to suggest that such freedom might possess certain dangers, Mr Ives would have only the remotest of ideas as to what those dangers could be. "Breakdancing isn't banned", he protests

indignantly, "and that's just as dangerous as sex." The only sort of danger he is able to envisage, that of unwanted pregnancies, turns out to be no danger at all because the right he is claiming includes "adequate provision of abortion facilities as a 'back-stop' measure".

Bob Franklin extends the consequences of the libertarian view in another direction, that of political rights. Franklin wants all children, irrespective of age, to have the right to vote. Accepting with some effort his plea to "take the matter seriously", his insistence that age has nothing to do with competence, although true, entirely misses the point. Children need protection from the obsessions of political activists only marginally less than they do from the predations of sexual liberators. But then Franklin rejects protectionism and, indeed, "common sense", as nothing more than "a thinly veiled justification which functions to protect and promote the interests and power... of adults over children". That it is activism that has in mind for children is made clear by the admiration he expresses for the attempt last year by the Militant Tendency to bring school children out "on strike" for a day.

While the "liberators" trample over children's right to protection, the book's "protectionists"

are only slightly less cavalier in their treatment of the child's obvious right to limited areas of freedom. Emma MacLennan, from an otherwise sensible account of child labour abuse, appends a conclusion (again, the precise nature of the right being advocated is not entirely clear) that there *for all forms of child employment should be banned*. However, her own figures show that a great deal of child employment consists of shopwork, presumably at weekends, and now paper rounds, activities which, for many children, are considered harmless or even developmentally fruitful as well as a legitimate source of income.

The tendency to draw the least obvious conclusion from valid premises crops up again in Sue Lees' and Jenny Mellor's chapter on "Child Rights". These feminists are rightly concerned with the relative academic failure of girls in educational schools, particularly in mathematics and science, compared with boys. Rightly too, they point to the growing research which shows that it is the yobish and intimidating behaviour of boys which is the cause of so much of that failure. But the obvious remedy (translate it into "right" if they must) — the choice of a single-sex school — is rejected because it forms part of "the dogma of natural differences". They prefer an alternative dogma, that of "helping teachers to overcome sexist differences".

Perversity is evident, too, in Tony Jeffs' claim that educational standards might be raised, not by a re-emphasis on "such nebulous concepts as discipline, traditional values and a return to basics" (oddly, he believes that the English comprehensive has too much of these already), but by giving children the right to attend school when they feel like it. When they do feel like it, or perhaps even when they don't, they should also have a say in making the school rules.

Elsewhere, Keith and Shalin Pople deliver an "anti-racist" broadside which is as unhelpful (their "racism" explanation for West Indian schoolchildren's under-achievement, for example, founders on the rocks of Asian achievement) as it is, at times, inaccurate (contrary to their assertion, there is indeed evidence of a disproportionately high "black" street-crime rate). They should also be warned against calling Cypriots "black", despite its ideological convenience. Cypriots tend not to like it.

The book has its redeeming moments, in particular a recommended essay by Ruth Adler and Alan Dearling on the workings of the Scottish juvenile justice system and an attack (somewhat overstated) by Gerry Lavery on the regimes of some local authority children's homes. But paradoxically perhaps, in view of all that has been said here, the book as a whole has a reassuring function. Despite its authors' revision of child abuse, a reading of their demands brings with it a conviction which grows in certainty with each chapter. It is that child abuse has its origin in an adult inability or refusal to accept the nature of childhood. Talk of "children's rights" undoubtedly has a place within that acceptance but, without it, such talk becomes at best ridiculous and at worst positively dangerous.



answers in our own lives, we can certainly help influence the future generations". The immigrant, the refugee, the wanderer — what must be sought after is the ability to put experience into perspective. "One has to decide that life exists today and tomorrow, and say to oneself: I'm going to make my life a life, not simply an existence based on memories of the past."

At the court of Queen Margaret

Cabinet. By Peter Hennessy. Basil Blackwell £19.50. 0 631 14968 6. £7.50. 14969 4.

The principle of collective Cabinet government appears to have taken a hefty knocking in recent times. Accusations of constitutional impropriety flew back and forth across the political battlefield of Westland, reinforcing an idea already in voters' minds that Mrs Thatcher has somehow rewritten the constitution, enabling her to replace premiership with presidency.

The "Queen Margaret" thesis has a lot of hearsay evidence to go on. Mr Hennessy's account, however, starts with the view that Cabinet government itself is a "putty-like concept". Prime Ministers have long been stacking Cabinet committees to blunt internal opposition and steer debate away from the Cabinet table. If Cabinet government is to work, under his definition, it must be a kind of guarantee against an over-mighty leader and an over-weening ideology.

The doctrine of collective Cabinet responsibility arose under King George III, as a protection against the monarch's practice of calling in ministers by one in an attempt to divide and rule. The ministers agreed among themselves all to adopt the same line, so defeating the King. A principle designed to protect ministers is now used primarily to stifle dissent and

guarantee secrecy. Decisions taken in the plethora of Cabinet committees (which Mr Hennessy delights in hunting down and identifying publicly) are protected by the collective responsibility of ministers who often took no part in discussing them.

But every Prime Minister of modern times has adapted the Cabinet system to suit his or her own style. The best of his book lies in its account of Cabinets from Attlee and the secret bomb decisions, through Wilson's MISC committees and Heath's attempted reforms, setting in context today's questions. Whether it be through Chequers seminars, garden suburbs, Hampstead masques and inner cabals, or Mrs Thatcher's conviction politics, those who decry the abuse of conventional methods are really objecting to a personal manner of conducting Government. Mr Hennessy concludes, from his excellent appraisal of the Westland affair, that "the Thatcher Cabinet may function more collectively for a time at least". His caution is judicious. As he points out, the Falklands war, too, forced her into collective action for a while.

He cites the remark which Mr Peter Walker last year started using to end his after dinner speeches. He would recall the Duke of Wellington's reaction to his first Cabinet meeting as Prime Minister: "An extraordinary affair," the Duke said "I gave them their orders, and they wanted to stay and discuss them." Mr Walker would

pause before adding, wryly: "I'm so glad we don't have Prime Ministers like that today."

The truth, as Mr Hennessy concludes, is that we do not have Prime Ministers like that, even though there is more than a suspicion that Mrs Thatcher might prefer a general's autocratic powers. For all the pre-Westland private grumbles and post-Westland public criticism, not even she has proved able to rule by divine right: only a glance at the list of blocked reforms, from school vouchers to closed shop abolition, shows that. And much of it, anyway, was happening long before Mrs Thatcher came to the Downing Street throne. Whether Mr Hennessy approves of this particular style we are left to guess. The only conclusion we are allowed to draw is that the system is both resilient and malleable, it will remain, like putty, to be re-shaped by Mrs Thatcher's Number 10 successor.

His summary of reform proposals, which he mostly supports, is as shrewdly judged as the foregoing survey of Cabinet practice is lively and informative. But his primary ambition for change is founded on an impractical hope.

His final plea is that the quality of the 630 Westminster MPs needs urgent improvement if those who select the 22-strong Cabinet squad are going to have any chance of choosing a world-beating side. "If the fairy godmother of

reform were to grant me one long-term change, it would be to improve the pool of talent from which Prime Ministers can draw the 22 men and women on whom we so crucially depend."

He is surely right (though he risks arrogance) in describing the 22 as being "ordinary in every sense, except, usually, their level of personal ambition". Ministers are overloaded, their ability to adopt a strategic overview across government is almost non-existent, and the only group in the British political arena who seem not to have noticed the urgent need for reform are politicians themselves.

But appeals for improvement in quality are as hopeless as the annual midsummer complaint of sports commentators over the failure of British sport to throw up superstars. Though British history is as much the history of conventions and institutions as of personalities, it appears to be un-British that they should be required to be up-to-date and effective. We bewail our lapses, but are loath to re-write the rules, let alone stimulate the system into producing mega-ministers. Mrs Thatcher has shifted the ground only so far. Lamentable though it may seem, she is now stumbling in her second phase of reform against precisely that cultural resistance to unseemly professionalism.

Colin Hughes

Cities, houses and homes

Metropolitan America: Urban Life and Urban Policy in the United States 1940-1980. By Kenneth Fox. Macmillan £25.00 and £7.95.

Housing and Homelessness. By Sophie Watson with Helen Austerberry. Routledge and Kegan Paul £7.95. 0702 0400 0.

Housing and Health. By D S Byrne, S P Harrison, J Kellieley and P McCarthy. Gower £15.00. 0 566 00864 5.

The Problem Housing Estate. By Frances Reynolds. Gower £18.50. 0 566 05008 0.

Low Cost Home Ownership. Edited by Philip Booth and Tony Crook. Gower £18.50. 0 566 00814 9.

Public Housing and Private Property 1970-1984. By Stephanie Cooper. Gower £18.50. 0 566 05004 8.

Teaching, year after year, about contemporary America, Kenneth Fox was prompted to write his book for the best of all reasons: he wasn't satisfied with the great pile of existing books and articles he recommended to his students. Nor was he sure that they had mastered the 40 years under consideration and the huge changes in American urban life that they spanned.

The very distinguished book that has resulted will certainly be read with interest in and out of the world of education. He describes the huge growth of suburbia from 1940 onwards as the first metropolitan revolution, characterized by the making of a middle class. The second metropolitan revolution was, in his eyes, the riots of the Sixties, and he draws attention to some of their characteristics which contradict stereotypes. One is that they only occurred in the big metropolitan cities, and another is that they were not directed against the white population.

He wants to demonstrate two things. The first is that statistics, social science findings and ordinary common sense, do affect policy, and he puts this view forward in opposition to those who think that policies simply evolve from the interplay of "powerful interests, leaders, institutions and constituent groups". The second is his argument that to be effective, urban policy should be coordinated with what he calls the forces of settlement. "The most important of these forces arise from people's preferences about the kind of community they want to live in. Their desires are fulfilled to some extent through the formation of new communities and to some extent by efforts to change existing communities."

Federal policy failed to anticipate and work with the two great migrations of the period: the suburban exodus of young working-class and white-collar



The 15th century brick solar tower at Rochford, Essex — an illustration from *Houses and History*, by Maurice Barley (Faber £27.50), to be published next week. Focuses on a fascinating new field.

families, and the "second great migration" of black people from the rural South to metropolitan cities. He hopes that his book, besides enlightening students on both sides of the Atlantic, will encourage better urban policies: now that the distinct metropolitan era of American urban development is coming to an end.

The same hope and something of the same consciousness that we have reached the end of an era informs our collection of authors on housing in Britain. Sophie Watson applies a feminist perspective to words like

but in the most recent phase, 1955 to 1974, "slum clearance" was undertaken without reference to the health argument, and made the biggest contribution to today's unhealthy housing. Today's environmental health officers have had to extend the application of their powers from traditional landlords to the local authorities who are their own employers. The role of the MOH or community physician has been reduced to that of a rationing agent certifying that a tenant deserves "medical priority" for re-housing.

Mass housing has proved, they say, to be an expensive social disaster, not least in health terms.

Frances Reynolds examines a large Midlands estate, stigmatized from the start as a problem. In 1961 half the population of its 3,000 dwellings was under 16, with hardly anyone over 45. Based on interviews and family profiles, her book shows how as the bulge in the population moved up the age scale, "grossly underprovided for in terms of amenities, and with the deficiencies in design and the structure of the housing becoming apparent", the estate moved into the new age of mass unemployment with a huge proportion of unskilled teenagers.

The disadvantages of being a council tenant are so humiliating that it is not surprising that owner-occupation is most people's favoured mode of house tenure. The actual proportion of dwellings in owner occupation rose from 57 to 63 per cent between April 1979 and June 1984. The present government has introduced a series of what it sees as "new initiatives" to encourage owner occupation, of which the best known is the "right to buy", though the history of the sale of council dwellings to sitting tenants began much earlier. *Low Cost Home Ownership* is a careful examination of these policies and implications of these policies. Stephanie Cooper's book (quite apart from its advantage in being set in something resembling traditional typographical) examines with a wider perspective, the social and philosophical implications of the privatization of housing since 1970.

I miss in these housing books Kenneth Fox's emphasis in an American context on popular preferences as a guide to policy. Even for Stephanie Cooper, cooperative housing is simply "a diversion from the real issues of financing housing". Yet another volume, *The Weller Way*, recently published by Faber, about co-operative housing in Liverpool, could alter our perceptions of this crucial issue.

Colin Ward

The latest addition to the Cambridge Introduction to the History of Art, Stephen Jones *The Eighteenth Century* (£4.50), is arranged under themes such as the Grand Tour or the Garden and Nature. It includes a brief biographical section and a glossary and it is well illustrated.

Twenty-five years after it was first published, James Ackerman's *The Architecture of Michelangelo* has been revised and considerably revised (Pelican £7.95). It incorporates the results of recent research particularly in the cataloguing of Michelangelo's works.

The latest challenge by Jane Jacobs, *Cities and the Wealth of Nations* is now available in paperback (Pelican £3.95). Elaborating on her thesis of a quarter of a century ago, she gives an unorthodox and pessimistic view of the world's economic future.

Michael Bruton's *Introduction to Transportation Planning*, now in its third edition (Hutchinson £12.95), has been updated and adapted to changes in society and new technology, particularly the application of computers to transportation planning.

How to survive the 9 to 5 by Martin Lucas, Kim Wilson and Emma Hart, is the kind of book you either love or hate, depending on whether or not you enjoy those questionnaires that are supposed to make you know your real self. In this case they are devoted to the work environment and supposed to help you avoid stress at the office or on the assembly line. (Methuen £3.95).

Sebastian Loew

Metroland

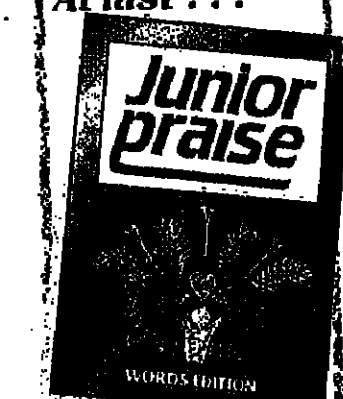
Train spotting seemed to die a death when steam disappeared from British Rail yet with a new generation has come a renaissance of the hobby. It is one weirdly suited to our times. It need not be expensive, it is merely voyeuristic and it fills many hours with docile inactivity.

For the now grown-up earlier generation there are published many books of harmless nostalgia. London's Metropolitan Railway by Alan A Jackson (David and Charles £20 7153 8839 8) is however a proper history: researched in painstaking detail and elegantly written, its story of Victorian boardroom infighting, the public's acceptance of steam trains on the underground section and the railway's careful creation of the Metroland suburbs makes it a book for more than railway buffs — though at this price one might have hoped for more and better illustrations.

David Self

MARSHALL PICKERING

At last...



a songbook ideally suited to Sunday Schools...

a songbook for 5-12 year olds with 300 songs, recent, old and brand new a separate teachers' edition will contain readings and prayers to accompany each song to be published in Sept

Third World violence

Jaci Stephen meets Neil Bissoondath

Teachers who make names for themselves are invariably those who leave the profession. Whether it be the heated discussion in the days leading up to Parents' Evenings (Should we buy Jaffa Cakes or Garibaldi for the tea-break?) or the debates regarding the use of the photocopier that drive them to the edge, we continue to be grateful to the unfaithful few.

Neil Bissoondath taught English and French at Toronto University, Canada for eight years, before taking up a full-time writing career in 1985. *Digging Up the Mountains* (published by André Deutsch, £8.95) is his first collection of stories (he is currently working on a novel) and, justifiably, has already attracted considerable critical acclaim on both sides of the Atlantic.

Born in Trinidad in 1955, Bissoondath emigrated to Toronto at the age of 18 and is now a Canadian citizen. He has never regretted the move, yet ironically it is the restrictions placed

upon an individual's desire to break free — political, social or cultural — that is the dominant theme in this collection.

In "The Cage", a young Japanese woman returns to her native Tokyo when her attempts to absorb a new lifestyle in Toronto end in failure and confusion. "The theme of the story is universal," says Bissoondath. "The problem of tradition and the problem of growing up in a society that's controlled by others and one in which you're expected to conform."

Life is seen to belong not to oneself, but to one's family, one's country; or it is made subject to the will of a more dominating force. "In the Kingdom of the Golden Dust" tells of the experience of a young girl forced into competing for the title of Police Queen during a coup in Guatemala. She also witnessed the murder of her three young friends.

Most remarkable in the story is Bissoondath's empathy with the girl. Elsewhere, he writes about women with a rare sensitivity, something he puts down to the fact that he grew up with strong women always around him — his mother, his grandmother and numerous aunts. "But also,

when I started writing the stories, I had no idea that this was supposed to be a difficult thing to do. They were simply stories that were there, that had to be written, and I wrote them. It was only afterwards that I discovered I should have been worried about all these things. Maybe they worked because of my own ignorance."

Third World violence is generated from within and within in these stories. It is, says Bissoondath, a violence of people "driven by ideology", an indulgence that makes it difficult to establish the "truth" of what's really happening. "I'm tired of people imposing ideological visions of the truth. The real victims are the ones caught in the crossfire. Eventually, their skulls are dug up — but who are these people?"

To ignore the violence, a writer would have to indulge in fantasy, he says, a genre to which he has never been drawn. "I have to write as I see it. I can't even read fantasy. To me, it's a drug-trip on words. I enjoy writing that tells me about a social reality."

Beneath Bissoondath's presentation of a world as it is, in the midst of pain and suffering, there is, however, the belief that "even if we don't have the

Cuba and cotton

Tom Corfe

Brian Morton

Dice for your life

Jessica Saraga

Photosynthesis

It is the commentaries that jar. Both authors tell children what to see in the photographs rather than what to look for. Both base assertions on preconceptions, not the visible evidence. Both underline the quaintness or backwardness of the past, its outdated morality, discomfort and squalor in comparison with the present. The social revolution, it seems, took place

It is good to have photographs without being told what to see in them as Fiona Reynoldson presents them and it is a relief to meet a clean-cut purposeful drawing to supplement the fuzzy greyness. *Twentieth-Century British History* is presented in simple sketches for undeveloped minds. It makes good use of (imaginary?) vivid experiences, and useful exercises in refiguration. If oversimplification has perils on, say, trade unionism or Ireland, it also has delights, as explaining 'Thirties economics': 'John Maynard Keynes said the government should spend more money on the poor. He thought the government should not be too greedy. The government should not know what to do. So they did a little.'

Gee's trilogy is memorable in the end for passages such as this, for its curt dialogue, and for its uncompromising harshness of tone. If he can now harness these gifts to a story with real people in it, New Zealand may have gained a notable children's writer.

ARTS

Mind and foot

Philippa Davidson and Gerald Haigh at the National Festival of Music for Youth

National Festival of Music for Youth, South Bank July 9, 10, 11, 12.

"I wouldn't enter my lot - it's the same people who win every year, isn't it?" "Creative music never gets anywhere - class music doesn't stand a chance" - "My children can all read music. But all they want are those pieces about water" - "It's a super festival" - Well, it's good just to get here, isn't it?"

The National Festival of Music for Youth inspires scepticism, admiration, enthusiasm and a whole range of emotions as varied as the music on offer. Everyone has a hobby horse about music - what should be played and by whom, and indeed one of the Festival's real contributions to youth music is the unique platform it provides not only for performance but for debate about music and its place in education.

It is never too early to begin fostering the skills of communication and performance. The five infant groups were all commended for their musical awareness and their imaginative choice of material. Our Lady of the Wayside Infant Orchestra gave a polished little entertainment based on *The Miser Men*, with classroom percussion enhanced by a variety of instruments - and all the strings, remarkably, were in tune. Where else but at the Festival could you find an infant percussion group (Ambleside First School) playing a Webern quartet? Their music teacher believes in exposing even the youngest children to new sounds, and strongly disapproves of the singalong type of music that is often a staple diet in infant schools.

Of course, a music specialist is necessary for this kind of work. Hilltop Infants are to lose their teacher next week, and music's prospects of survival look bleak. Their entertainment, "Colours", devised by the group, was perhaps a little too full of "good ideas" to make a satisfying whole, but educationally it was probably the most worthwhile event of the morning. And so to the first dilemma. A worthy effort is not necessarily an uplifting experience for the audience. Classroom creativity such as Mildenhill School's four pieces for percussion and piano is not as exciting to watch or to listen to as Pachelbel's Canon played by Flautissimo, the stylish flute orchestras

from Southampton. On the subject of flutes, presumably if musicians had been satisfied with the ocarina the flute would never have been invented. Although it is probably easier to play than either the flute or the recorder its sound is less pleasing even when musically handled by the young players from Kettering. And again (no criticism of the performance implied) surely a Russian dance doesn't sound its best played by an unkind orchestra? (For those not in the know, an unkind is not a German harmonium but an Indonesian folk instrument).

Lots of As for effort (and enjoyment, too) to groups like the lively folk group from Hamilton whose players switch deftly from fiddle to accordion, despite their at times "Jimmy Shand" sound; to St Joseph's School, Kent for their marvellous rain piece using body sounds and rustling paper; and to City Limits from Milton Keynes for their courage in entering unscathed pop music and demonstrating an individual sound, particularly in the vocals.

But does music that starts in the classroom have to be unsatisfactory in concert performance? Anthony Knight, director of music at Ludlow School, several times Festival winner with their highly individual stage dramas, thinks not. "All our work arises in the classroom," he says, attributing the intensity that suffuses all Ludlow productions to the sensitivity of his pupils. Their offering this year, a drama based on the early life of St Francis, was even more musically interesting than in previous years, with some excellent singing from the choir and controlled movement from the chorists of beggars and lepers. By contrast Scally School's brass "Ambition" engaged the feet rather than the mind, but no other school carries off this kind of entertainment with quite the same panache.

On the whole the secondary schools' day left one with the sneaking feeling that much of the music in schools, as opposed to youth groups, is going on behind closed doors - where pupils twang guitars and experiment with keyboards and synthesizers and feel that festivals have nothing to do with them. It is perhaps ironic that some of the most musical moments of the whole Festival should come in this category: the thrilling tabla playing and sensitive singing of the Sahota



Ravenscote Middle School Choir

brothers from Wolverhampton and the perfect controlled musicality of the Cornwall Percussion Ensemble in the Steve Reich "Music for Pieces of Wood".

One myth dispelled by the Festival is that there is no singing in schools. In previous years instrumental groups in the junior category but it would seem that Michael Procter's group (725 Music Extra, July 4) is misplaced. It was gratifying to find so many good choirs in an open section, from the "big band sound" of the Baddeley Ennsor choir to the razor sharp precision of Wroughton Middle School, Yarmouth. Nor would it appear that everyone has ditched The National Songbook in favour of Noel Coward. "Men of Harlech" may be old fashioned these days but sounds wonderfully stirring sung by a mixed choir such as that of Ravenscote School - and what a difference boys' voices make to the warmth of a choral sound.

The Festival ended with a 65th birthday tribute to Malcolm Arnold. Anthony Hopkins, filling in the gaps Schools Prom-style, noted, as a prelude to Stoneleigh Youth Orchestra's Bass Trombone Concerto specially commissioned from Stephen Dodgson for their brilliant trombonist Tibor Hartmann, the influence which youth music has over the music of this country. So ended "the best Festival over" (Larry Westland speaking) - the best chamber music, the best wind band and the best audience. To this I would add that this Festival is the first to pay more than lip service to music of non-European styles and cultures and

to give proper recognition to music in the classroom, on which the survival of music in schools depends.

PD

Jazz at the South Bank
Queen Elizabeth Hall Friday July 11

The National Festival of Music for Youth's premier jazz event is the evening. We get expecting to hear something special: this year though we were sadly disappointed. Of the five bands presented, not one really deserved to be in such a prestigious event when you consider the standards of excellence which have been set by orchestras and soloists in other sections of the festival.

First came the Durham Youth Jazz Orchestra the best of whose set was Alec Gould's "Song for an Autumn Day" a slow reflective piece featuring some excellent section playing by the saxophones. They were followed by "Jazz du Sud" of Bournemouth. I quite liked their fairly quiet more acoustic approach, although the electric bass was worryingly intrusive at times.

The Midland Youth Jazz Orchestra spent most of their time on stage playing unmemorable music very loudly so that I longed for a moment of relaxation. The Stockport Stage Sound were even louder and more frantic. This is not a jazz band at all although its inclusion in this section is a problem for the organisers rather than for them and without any doubt the group gives a lot of young players

enjoyable and varied experience. There were some serious instrumental problems though, and another difficulty lay in their chosen material which varied between uninspiring and mediocre.

The Wigan Youth Jazz Orchestra has a lot of local support and high ambitions. All the more important then that they should listen to criticism. "Blood Red the Roses" was specially written for them and featured a singer who had presumably come the way from Wigan to sing it. Unfortunately we heard not one word of the lyric, which is getting the basics wrong in a very big way. I did like, however, their sensitive playing of Bobby Short's "Blue".

"Speak for England" I thought at the adjudicators went on stage. I was not disappointed. Talking in to Michael Garrick, Kenny Baker, Graham Collier and Don Lusher told them kindly and positively but told them straight, and finished by withdrawing the outstanding performance award, awarding just two commendations to Durham and the Midland Youth Jazz Orchestra. The adjudication was the best performance of the night. Now all that it needs is for ruffled feathers to settle and some ears and minds to open.

GH

The National Festival of Music for Youth is sponsored by The Association of Music Industries, Commercial Union Assurance, Marks and Spencer, and The Times Educational Supplement.

Design a house

In October, the Royal Academy will mount an exhibition of the work of three internationally famous British architects: Norman Foster, Richard Rogers and James Stirling. The education department of the exhibition will make it of interest to teachers and students of Urban and Environmental Studies, Craft, Design and Technology, TVEI and Geography, as well as Art. They are planning an extensive programme which includes a competition to design a new house for Sir Joshua Reynolds.

The competition brief is a challenge to design something novel to house the sculpture of the Royal Academy's first President which will be sympathetic to both his values and the very Italianate courtyard setting. Schoolchildren are particularly encouraged to enter, and teachers may wish to use the competition as a summer holiday project. To help those outside ILEA, the Royal Academy will send to all applicants plans, elevations and a photograph of the courtyard, together with the design brief, rules regulating the competition and the Observer article.

For full details, send an A4-sized, stamped, addressed envelope (15p, 2nd class, 24p competition). Royal Academy of Arts, Burlington House, Piccadilly, London W1V 0DS.

Michael Clarke

Television

Soap and serial

Tusitala
C4, July 22, 23 and 24

"Louis!" "Fanny!" The passion of Robert Louis Stevenson for Fanny Osborne was wuthering enough to sustain most of the first episode in this six-hour mini-series, though with one notable distortion of the facts: Fanny was short, plump and dark, as well as ten years older than her emaciated husband, so they made a much odder couple than John McEnery and Angela Punch McGregor who play them in *Tusitala*. But it is a requirement of the mini-series, a potage of soap and serial in three hefty dollops accommodated to international taste, that the viewer should not be asked to take on too many unfamiliar concepts. The age difference between Louis and Fanny, like the difference in shape and size, is reduced by ensuring that, when their affair begins, John McEnery looks rather older than Stevenson's 26 years and Angela McGregor younger than Fanny's 36.

Luckily, Stevenson's biography provides some readily identifiable themes. He breaks off from reading the reviews of his first book ("The Times says that Mr Stevenson has the gift of a born writer..."), for a fit of coughing. The born writer is in a race against the consumption that will make him a dead one, and Fanny is determined to preserve him even (in the opinion of his literary friends) at the cost of the gift. Stevenson, too, realised there was no living to be had from "refined high-toned, bejayed-badman masterpieces".

Treasure Island, a "continuation" of which is being shown by ITV on



Saturday afternoons, is one of those "children's classics" that most people encounter before they are fully aware that books have authors. Only later do you start to wonder how Gulliver, the water Babies, the Famous Five, or their creators and later still where they stand in the literary and social context of their time. Stevenson belonged to more or less the same generation as Hardy, Wilde, Gissing, Moore and Hopkins, which makes the crew of the *Hispaniola* look like a fairly conventional bunch. *Tusitala* identified Edmund Gosse, Sidney Colvin and Stevenson's engineer father among the originals of his characters.

The Stevensons themselves, arriving in the South Seas, were a more eccentric group than Don Sharp shows them: Louis, apparently dying, his mother in full mourning, his son-in-law sporting earrings and his wife in the nightdress that she understood was the correct attire for the Marquesas. They shocked the local community, keenly analysed in the serial, and could still be too much for an Anglo-Australian audience if shown in their full glory.

Tusitala has them meeting Ray Barrett, a splendid mixture of hospitality and venality, as a Samoan beachcomber and entrepreneur. Otherwise, it telescopes Stevenson's unremitting travels to concentrate on his support for the leper priest, Father Damien, and his involvement in Samoan politics. The latter, the progress of his illness and the ups and downs of his relationship with Fanny, occupy most of the final four hours.

The value of the series is not that it answers the questions, but that it may lead to renewed interest in finding out. You could start with *In the South Seas* Stevenson's own account of his travels in the Marquesas, Paumotu and Gilbert Islands, recently republished in a handsome paperback by Routledge and Kegan Paul (£6.95), which has cannibals, rival European powers and nostalgia for the Scottish Highlands. As for *Tusitala*, it is no bejayed-badman masterpiece, but will do a lot more for Stevenson than some refined, high-toned TV arts programmes one could mention. Readers, like writers, need to be kept alive.

Robin Buss

Followed the bear

Heather Neill previews a musical play about

A A Milne

A A Milne: Winnie the Pooh. The two are inseparable. Yet this is was a source of irritation - even pain - to Milne who preferred to see himself as a satirist, essayist and playwright. His plays once attracted the most fashionable actors and directors, but they were long ago overshadowed by a Bear of Little Brain and are now all but forgotten.

Now we are sixty about Alan Milne's life on the way to Pooh, told mostly in his own words and sprinkled with songs and poems by him. But Gyles Brandreth, the play's author, and Julian Slade who has written extra music in the style of the Twenties, have not banned bears completely. The director, after all, refers to Pooh's Diamond Jubilee this year and recalls Milne's volume of poems for children, *Now We Are Six*.



James Roose-Evans, the show's director (best known in recent years for his production of *84 Charing Cross Road*) is no stranger to bears himself, being the author of the *Odd and Even* series of children's stories about a teddy bear and a toy clown. It was his idea to import the toy bear, Aled Jones, to play Christopher Robin in the plotless sequences and so far the only pictures available show Aled clutching a teddy. Pooh - or bears anyway - are difficult to keep out of all

this: they make such good PR material.

Rehearsals last week revealed nothing usurine whatsoever, though, Peter Baylis, a senior cast member, has called the piece "a review of a life" and James Roose-Evans sees that as the key. Milne's life story emerges within the framework of an interview by a student from a university newspaper. In a series of scenes, rather like Twenties revue sketches, and by means of stories, songs and games, Milne is revealed as a determined, witty and engaging man. We observe his writing in progress. In one scene, which choreographer Geraldine Stephenson describes as "our Waterloo" so complicated is the movement involved and so difficult the meshing of words with action Milne "writes" his Christmas piece for Punch, fending off the bibulous editor's demands for roasts, wassail bowls and holly as he goes along.

This scene demonstrates as clearly as any the difficulty facing the director: he must find a visual style to match Milne's literary one, which is humorous, gentle and ironic. To make the translation from page to stage successfully, author, director, choreographer and cast have to work as a team. James Roose-Evans is good at listening to actors' problems and suggestions, but he also knows when and how decisions have to be made. Within a fortnight of the opening he was writing in a couple of lines to ease an awkward transition. Would't Gyles Brandreth object? Not at all, says Geraldine Stephenson: the extra words are a direct quotation from Milne (about his admiration for actors as it happens) and, besides, the author is a good team man too.

Now We Are Six opens on July 22 (press night July 24) as part of the Cambridge Festival. At the Arts Theatre, Cambridge, until August 2. *Salute to Children's Authors*: on August 2 a Book Fair at the theatre at 3pm, followed by children's writers will be followed by a gala performance at 5pm.

ARTS

Pop Culture drug

Pop

Do you really want to hurt me? Well, yes, George, very probably. Fleet Street last week enacted its long awaited revenge on the star who more than any seemed fitted to resist the usual pitfalls of a pop career. First there were the "GEORGE ON DRUGS" headlines, well salted with the denials that the press likes to take for confirmation. Then, in quick succession, the "We saw George take heroin" tales and a rash of chequebook "exclusives" in which extra zeroes clearly outweighed anything as insubstantial as loyalty or friendship. The press likes - but doesn't taste upon - a little fire to its smoker this time they were lucky. Boy George became the latest in a line of pop stars to become a patient at Dr Meg Paterson's drug dependency clinic. Last Saturday night he submitted to arrest on a charge of possession.

It was another singer, Ian Dury, who helped fix - however tongue in cheek - the association of sex and drugs and rock and roll. For the popular press, it's now a given, an firmly established as that between AIDS and the *Dynasty* set. It remains to be asked if or why there is a necessary connection between drugs and music. It's no new thing. For every recent victim, Sid Vicious, Thin Lizzy's Phil Lynott, there are a dozen in the past, names as great as jazz stars Charlie Parker and Billie Holiday. And, of course, for every big name accorded an obituary, there is a score of depleted survivors, mostly anonymous.

The answer, presumably, lies in the distortions of such a very flimsy sort. Celebrity is the most addictive and wasting drug of all. Like most drugs (and no-one likes to admit this) it's safe enough when in regular, reliable supply. Taken away, it leaves huge holes to plug and leaves the disgruntled victim more and more vulnerable to hangovers such as those that preceded George to the magistrate's court over the last two weeks.

One irony is that Boy George deliberately cultivated a victim's style in the

early days of Culture Club. The name itself, his calculated effeminacy, Rasta dreadlocks, the big Hasidic hat and Stars of David identified him with some of the most put-upon members of society. George defied anyone to call him the usual names. Hair and clothes hid a fighter, big and brawny, not fazed at all, with gimlet eyes and a tongue and temper that would melt light-switches. George could handle hostility, indeed invited it. When the pop wheel rolled both him and Culture Club off the top it was indifference that he couldn't handle.



Indifference, though, is merely another tack in the sheer hostility that always lies just beneath the surface of adulation. Punk splitting and canthrowing were just an extension of something that "was already there. Behind all the 'innocent' shirt and half-pulling there was something very close to hatred in pop fans' behaviour. The screams and jelly hables flung at the Beatles weren't so very far in spirit from the bullets that came later.

Jim Weir

Television

Life giving

The World About Us (BBC2 July 13) marked the first anniversary of LiveAid's historic concert with a documentary about the work of Voluntary Service Overseas in the Gambia. It's one thing to give money to a poverty-stricken African country, quite another to give several years of your life.

Why volunteer? Anyone with romantic ideas about the excitement or adventure of travel can forget it. Teaching at 120° is no fun, accommodation is basic, pay is around £25 a week and there are a variety of health hazards to cope with. Nevertheless, over 50,000 people will contact VSO this year, of whom 600 will be selected. VSO has successfully shaken off its image as a finishing school for public school students with an urge to travel. Today it is concerned with recruiting professionals with the teaching, technical and medical skills required by Third World governments.

The team in Gambia include a graphic artist designing health education materials in Banjul. He had worked for 10 years in England with little job satisfaction before going on the dole and the opportunity with VSO had given him a new direction in life. The agriculturalists were involved in long-term rural development projects "to stop Gambia becoming like Ethiopia in 10 years' time." A nurse had temporarily left her husband and two teenage children to fulfil a lifelong ambition to volunteer. Working in an isolated clinic with no running water, electricity, or telephone, she had learned how far it was possible to cut down on the daily trappings of life.

The two latest recruits were filmed arriving at the airport along with a batch of tourists. One had given up her job on a farm in Hertfordshire to teach agricultural science; the other, a 47-year old divorcee from the home counties had left her office job to teach commerce. The Gambia they will live in looked very different from the one most tourists see. The peaceful sim-

licity of village life and the extraordinary beauty of the bush were particularly valued by some volunteers. As well as being well-qualified and highly motivated, VSOs have to be very adaptable. No amount of briefing, it seemed, could prepare them for the realities of their new living and working conditions. It would be interesting to see how they are coping in six months' time - and perhaps even harder - how the returned volunteers have readjusted to life at home.

Mary Cruickshank

Among this week's contributors

David Dale works in the borough of Westminster as a social worker

Colin Hughes has been appointed political correspondent for the *Independent*

Robin Buss's book on cinema and society in France will be published next year by Batsford

Colin Ward is the author of *The Child and the City*

EA CONCERT TOURS

2, 5 or 8 days in Vienna, Amsterdam, Munich, Lyon or Paris for Chorus, Orchestra, Bands, Folk or Jazz Groups including concerts or public rehearsals. Young Musicians, the club of music await you!

For details call (01) 881 2905
Euro-Academy Outbound. (TEB)
George Street, London W1P 0LJ
Croydon CR0 1LD ABTA 6910X (000)

Getting up steam

Hugh David meets director Jonathan Myerson

of *Dalliance*, operating, Jonathan Myerson hopes, as "a sort of optional preface". That's how things ought to be at the National, he believes. "There should be room for this sort of cross-



fertilization." There should indeed, but with the jaundiced eye of the critic, one can understand why there is not. Some reviews of Peter Wood's unconventional "main house" production of Brecht's *Threepenny Opera* (of which Myerson is staff director) compared it

unfavourably with *Sung and Unsung*. It didn't play Brecht properly, they claimed; it wasn't "right". Whereas the little Platform production...

Both within the NT and outside, there is also the feeling that Platform productions exist so that young actors and inexperienced directors can cut their teeth in relative obscurity. In a way they do, but they're National Theatre shows for all that and the adjectives are hardly appropriate. The shows draw their casts from the same acting company as the "proper" shows. And, although he is currently "running errands for the director" and rehearsing the understudies on *The Threepenny Opera*, *Dalliance* and *Arthur*, Myerson has impeccable credentials.

Still only 26, he read *Greats* at Oxford, directing plays for the OUDS in his spare time, and then went two years running a fringe touring company. After winning an IBA Young Director's Award in 1983, for a further two years he was a resident director at Harrogate Theatre. "I did 17 plays there," he remembers, "and in many ways rep theatres like Harrogate are the ideal places to start. You can afford to fail a bit. You can turn in the odd bad production and no one really minds; they'll be another in a fortnight and maybe that'll be better." He has, he hastens to add, no

immediate plans to fall at the National. Certainly after the first performance of *Wiener Schnitzler* it looks unlikely that he will. Whether or not they realized they were seeing the first ever British Rail-sponsored NT production, the audience liked what they saw. There were plenty of laughs. Just like BR, the National Theatre's Platform performances seem to be getting there. At last.

Hugh David

Jonathan Myerson's *Wiener Schnitzler* will be performed in the Lyttelton Theatre at 6.00pm tonight and on August 11 and 19, with further performances later in the year.

The 1890s were a time of transition for Henry James. With typical irony, he cast his doubts in fictional form and produced some of the greatest short works of his long career in the concentrated period from 1888 to 1897. This is the period covered by *The Figure in the Carpet* and other stories (Penguin Classics £3.95), with the sole exception of the earlier "The Author of Beltraffio", the collection contains such masterly pieces as "The Lesson of the Master", "The Middle Years" and "The Death of the Lion" all of them immediately - and comically - directed at the issue of the author's connection with his public and critics. Frank Kermode traces his own figure in the carpet of a brief introduction and there are selections from James's own "New York" Prefaces. In 1895, a hostile audience hissed James at the curtain of his play *Guy Domville*; it brought a period and an ambition to an end. The next two decades were to see James turn to longer fiction and his most monumental works. These stories show how good he could be on a smaller scale.

BM

The moral right

This form of cost recovery has been operating in Lesotho for a year where 85 per cent of the expected revenue has been collected. The present government, however, is pledged to continue to introduce free primary school education. The parents who wish their children to have exercise and textbooks now have to pay more privately than they would under the proposed scheme; but a third of primary school children drop out before reaching the sixth and final grade; and that the literacy rate has obstinately stuck at around 20 per cent may show that the present system is neither free nor efficient. Elections, however, are due next month. To the present Minister of Education the rallying cry "Let's have an education system you can afford" sounds markedly less appealing than "Let education be free".

is your computer in the cupboard?

The BBC would like to hear from people who have found it difficult to make the most success of the computer in the classroom. Contact Meg Sheffield, Open University Production Centre, Milton Keynes MK14 6PH.

Paul Caron

One word from you and we'll give you a few thousand!

Say "yes" to a year's subscription to The Times Educational Supplement and we will send you our special anniversary edition of the Longman Concise English Dictionary, worth £9.95 free! Just complete and return the coupon below, together with your cheque or postal order for £36 and

we'll send you 52 issues of The Times Educational Supplement and your copy of the Longman Concise English Dictionary.

LONGMAN
CONCISE ENGLISH
DICTIONARY



1910-1985
Anniversary Edition

THE TIMES
Educational Supplement

THE TIMES
Educational Supplement

■ Unrivalled in its coverage of today's English, this is the first British Dictionary of its size to be based on evidence gathered from hundreds of books, periodicals, newspapers and journals, covering subjects from all over the world.

■ A team of more than a hundred experts and qualified editors ensured that its 100,000 definitions are the most reliable and up-to-date, while a computer maintained accuracy and consistency.

■ It has 100 full page illustrations and a unique

SAVE
£9.95

pronunciation system,
based on the alphabet
rather than phonetic
symbols, specially
designed to be easily
understood.

To: Linda Bartlett
The Times Educational
Supplement, Priory House,
St. John's Lane,
London EC1M 4BX.

Please send me The Times Educational Supplement for one year (52 issues) and my free copy of the Longman Concise English Dictionary. I enclose my cheque/postal order for £36 covering a year's subscription, made payable to Times Newspapers Ltd.

Name: _____
Address: _____
Signature: _____
Date: _____
Open to UK subscribers only. Closes 30 September 1986.

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Appointments vacant

Nursery Education
Other Appointments

Primary Education

Headships
Deputy Headships Senior Masters/Mistresses
Scale 2 Posts
Remedial and Special Needs Teaching Posts
Scale 1 Posts

Middle School Education

Craft Design & Technology
Mathematics
Science
Other than by Subjects

Secondary Education

Deputy Headships Senior Masters/Mistresses
Remedial and Special Needs Teaching Posts
Art and Design
Classics
Commercial Subjects
Computer Studies
Craft Design & Technology
Economics & Business Studies
English

Geography
History
Home Economics
Humanities
Mathematics
Modern Languages
Music
Physical Education
Religious Education
Science
Other than by Subjects

Sixth Form and Tertiary Colleges

Scale 1 Posts
Special Education
Headships
Deputy Headships Senior Masters/Mistresses
Scale 2 Posts
Scale 1 Posts

Appointments in Scotland

Independent Schools

Headships
Deputy Headships Senior Masters/Mistresses
Classics
Computer Studies
Craft Design & Technology

Economics & Business Studies
English
History
Mathematics
Modern Languages
Music
Pastoral
Physical Education
Religious Education
Science
Other than by Subjects

Preparatory Schools

Headships
Art and Design
Classics
English
Geography
History
Modern Languages
Music
Pastoral
Science
Other than by Subjects

Colleges of Further Education

Directors and Principals
Heads of Department
Other Appointments
Polytechnics
Other Appointments

University Appointments
Research Posts
Fellowships, Studentships and Research Awards
Colleges of Higher Education
Heads of Department
Other Appointments

Adult Education

Community Homes and Associated Institutes

Other Appointments

Assessment Centres

Youth and Community Service

Overseas Appointments

Administration

Local Education Authority

Administration General

Educational Psychologists
Examiners
Miscellaneous
Outdoor Education
English as a Foreign Language
English as a Second Language

Appointments Wanted

Educational Courses

Tuition

For Sale and Wanted

Holidays and Accommodation

Home Exchange Holidays

Field Study Centres

Business Opportunities

Please address classified advertisements to: John Leadbrook, The Advertisement Manager, The Times Educational Supplement, Priory House, St. John's Lane, London EC1M 4BX. Classified Advertisements Rates: Single Column £2.10 per line (min. 3 lines). Classified Display £12.00 per c.c. (min. 9.5cm x 2 cols £228.00). Box number facility £5.00. All rates are exclusive of V.A.T. Copy deadline (space permitting) Monday preceding Friday of publication. Corrections deadline 10.30am Tuesday preceding Friday of publication. Cancellation deadline 4.30pm Monday preceding Friday of publication. All advertisements are published subject to the Terms and Conditions of Times Newspapers Ltd. (available on request).

Nursery Education

Other Appointments

BOLTON METROPOLITAN BOROUGH
Equal Opportunity Employer
SIBAN (SABCS NURSERY SCHOOL)
Vernon Street, Bolton BL1 1BN
NURSERY CLASS TEACHER
Required from 1st September 1986.
Application forms obtainable from Director of Education and Arts, P.O. Box 36, Farnham House, Civic Centre, Bolton BL1 1JW to be returned thereto by 30th July 1986. (14565) 100026

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
FEATHERBY COUNTY INFANT SCHOOL
Allington Road, Gillingham, Kent ME8 6PD
Required for January 1987
Sole Nursery Teacher for two class Nursery. Probationers welcome, but must have nursery training. Applications with c.v. and names/addresses of two referees to the Headmistress (14560) 100026

EDUCATION DEPARTMENT
NORTH KENT AREA

St. Matthew's C.E. Infant School (Controlled)
Borstal Road, Rochester, Kent ME1 3LF

Appointment of

Headteacher

Group 3: Roll 138 (Spring Term 1986)

Appointment to take effect from January, 1987.

Application form and further details available from the Area Education Officer, Port Pitt House, New Road, Rochester, Kent (s.a.e. please), to whom they should be returned by 1st August, 1986.

No advertisement - previous applicants need not re-apply.

KENT COUNTY COUNCIL

Primary School Education

Headships

BEXLEY LONDON BOROUGH
BIRKENHEAD PRIMARY SCHOOL
N.O.R. 158
Required from September 1986 a Temporary Deputy Head for one year. This school is to be combined with the middle school in September 1987. A practicing catholic preferred.
Apply in writing to the Headteacher with full CV and names and addresses of two referees. Tel: 0181 4498. Closing date: 28th July 1986.
An Equal Opportunity Employer. (14561) 110012

GLOUCESTERSHIRE
See display advertisement on Page 34. (17675) 110010

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
SATCHICKS PRIMARY SCHOOL
(CONTROLLED)
Satchick, Sheerness, Kent ME13 6BN
Group 4: Roll 185: 5-8 years
DEPUTY HEADTEACHER required from 1st January 1987.
Application forms available from the Headteacher and returnable to the Area Education Officer, Port Pitt House, New Road, Rochester, Kent ME1 3LF by 28th July, 1986. (14562) 110012

SOMERSET
COUNTY COUNCIL
OUR LADY'S RCVA PRIMARY SCHOOL
Wincanton
NOR 120

DEPUTY HEADTEACHER
For January 1987. Deputy Headteacher for this group 3 school.
Applications are invited from experienced and enthusiastic Roman Catholic teachers. The successful candidate will be expected to take a leading part in curriculum development and play an active role in the day to day administration of the school.
Details and application forms (s.a.e. please) from the Governors: St. Luke's Priory, South Street, Wincanton. Visits Welcome. Closing date: 28th July 1986. (14563) 110013

Scale 2 Posts and above

AVON COUNTY
ASHCOMBE PRIMARY
Claverton Road, Saltford, Bristol BS18 3DW
Required from 1st January 1987, an experienced teacher to teach a class of 50/40 year juniors. Candidates must have expertise in mathematics and science subjects and be prepared to lead and advise colleagues throughout the school. (Scale 3).

Letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing an Avon as an Equal Opportunity Employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (14554) 110020

CROWLANDS JUNIOR SCHOOL (Roll 184)
London Road, Romford RM7 9EJ

Required for January 1987

HEAD TEACHER

Group 4

Following the promotion of the present Head teacher to the headship of a larger school in the Borough.
Application forms and further details are available (see please) from the Director of Educational Services (ref: STAFFING/DHT) Mercury House, Mercury Gardens, Romford RM1 3DR
Closing Date: 1st August 1986

Havering

SECONDARY GEOGRAPHY continued

CAMBRIDGESHIRE

(EQUAL OPPORTUNITY EMPLOYER)

Huntingdon Area

ST. PETERS SCHOOL

Huntingdon, Cambs.

(Co-educational, Comprehensive, 1400 on roll)

Headmaster: Reverend W.G. Thomas J.P., B.A.

Graduate (Scale 1) for September 1986 to teach Geography in this well established Comprehensive School. The successful applicant must be able to teach the subject to A level.

Please write to the Headmaster for details (s.a.e. please). This is a full-time position and need not be applied for by a teacher.

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

History

Scale 1 Posts

DUDLEY METROPOLITAN BOROUGH

Equal Opportunities Employer

BUCKPOOL SCHOOL

Worsley, Greater Manchester, West Mids. DY8 5SR

(11-16 co-ed, comp. Group 11)

Required September 1986

TEACHER OF HISTORY (Scale 1). Interest in developing a well rounded curriculum, with a particular emphasis on the study of the First World War.

Details/Application forms and returnable to the Headmaster (Mr. J. H. Jones) at the school, 15-16 mixed comprehensive, 146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

SUFFOLK

COUNTY COUNCIL

Equal Opportunity Employer

BRANTFORD HIGH SCHOOL

Brantford, Suffolk

Required September 1986

TEACHER OF HISTORY (Scale 1). Interest in developing a well rounded curriculum, with a particular emphasis on the study of the First World War.

Details/Application forms and returnable to the Headmaster (Mr. J. H. Jones) at the school, 15-16 mixed comprehensive, 146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

LEICESTERSHIRE

COUNTY COUNCIL

Equal Opportunity Employer

JOHN CLEVELAND COLLEGE

Forest View, Leicestershire

Required September 1986

TEACHER OF HISTORY (Scale 1). Interest in developing a well rounded curriculum, with a particular emphasis on the study of the First World War.

Details/Application forms and returnable to the Headmaster (Mr. J. H. Jones) at the school, 15-16 mixed comprehensive, 146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

146901

132622

ADULT EDUCATION

SHEFFIELD
DIOCESE OF SHEFFIELD
TRAINING OFFICER
(CLERICAL OR LAY)
To assist the Secretary for Lay Ministry in the Diocese in developing local non-ordained lay ministry.

Salary £11,500. Travelling and other necessary out-of-pocket expenses reimbursed.

The Officer appointed will be expected to live in the diocese.

Application forms available from: The Diocesan Secretary, Diocesan Office, 43 Carver Street, Sheffield S1 4ET (14823) 340000

Colleges of Higher Education

CHRIST CHURCH COLLEGE OF HIGHER EDUCATION

Careers Advisory Service
Applications are invited for the post of

CAREERS OFFICER
(£9,975 - £10,638)

In the newly re-organised careers service at this College, Applicants should be graduates with appropriate careers training or counselling qualifications and/or experience.

The post is concerned with the provision of careers advice and education for A.C.E.D. and A.C.E.C. students.

Further details can be obtained from the Bureau of Careers, Christ Church College, North Holmes Road, Canterbury, Kent CT1 3JX. Tel: (0227) 65548

Applications should be made in duplicate and include full A.C.E.D. and A.C.E.C. references and sent to the Bureau.

The closing date is 1st August 1986. 340000

Youth and Community Service

L.L.E.A.

ST. CLEMENT'S YOUTH CLUB
Tregard Street, London W1

AFRO-CARIBBEAN YOUTH WORKERS (Full-Time) This well established Youth Club which is part of a wider Community Project based in Nottingdale, a residential, inner city area with a large Caribbean, African, Moroccan, Spanish and Portuguese population.

The Club was established in 1983 as a response to the needs of young people from the Afro-Caribbean community. This Anglo workers' club involves planning, providing social education and awareness for young people, management of a staff team and liaison with other youth and community representatives. Applicants will be required to have the ability and commitment to develop work with girls and young women and young people with special needs. This service can most effectively be provided by a worker of Afro-Caribbean background.

The appointment will be to the Authority with secondment to the club.

JNC Salary and Conditions: £11,500 - £12,950. Training (unqualified) £7,350 - £8,667 inclusive. Assistance to travel towards household rent given towards household rent.

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

L.L.E.A. (cont.)

TUSTIN YOUTH CLUB
ASSISTANT YOUTH WORKER (SCALE 2)
Full time worker required to work with and develop young women. Must be able to create new links and develop existing relationships with the local community and other agencies and to share in administration.

JNC Salary and Conditions: £11,500 - £12,950. Training (unqualified) £7,350 - £8,667 inclusive. Assistance to travel towards household rent given towards household rent.

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

ROTHERHAM METROPOLITAN COUNCIL

Rotherham is an equal opportunity employer
DEPARTMENT OF EDUCATION
ROTHERHAM MANAGING THE MILLBURN CENTRE
Required as soon as possible

SENIOR TRAINING OFFICER (COMMUNITY DEVELOPMENT)
Salary: £8,074 - £12,945 p.a.

(Lecturer II Scale with NJC: APTC Conditions of Service)

Required at this 650 place youth training scheme supported by Rotherham Council, Rotherham Community and Commerce and Trade and Rotherham Trades Council.

The person appointed will be responsible for the design and implementation of the off-the-job training programme of the scheme and will be expected to have extensive experience in design and implementation of training programmes in the industry or education.

This is a temporary appointment for 12 months. The post is funded through the MSC/ATS Scheme.

Closing Date: 1st August 1986.

Further details of the post can be obtained from the Manager, Millburn Centre, Rotherham, Doncaster Road, Rotherham, S65 3ET (Rotherham 565006) to whom completed application forms should be sent with a letter of introduction and addresses of two referees.

G. Graham, Director of Personnel, Rotherham (14813) 440000

14813

440000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered on a paired basis.

This advertisement complies with Section 5 (2) of the Race Relations Act 1976.

14823

340000

For further information and application forms, contact: Mr. J. G. Jones, Youth Officer, 11 Westbourne Grove, W2 3LJ. Please enclose S.A.E.

Closing date for receipt of completed applications is 1st August 1986.

Job-share arrangements will be considered

OVERSEAS POSTS
continued

SPAIN
INTERNATIONAL SCHOOL
AT SOTOGRANDE
Calle del Sol
Qualified Junior Teacher with
P.E. or Music, for September,
1986.
Apply: Principal, c/o The
White House, Limos, Spain.
Tel: 011 34 95 44 44 44.
1147641 460000

ITALY
TEACHER OF ENGLISH
in Chieti, Italy.
TEFL qualified with at least
one year's experience from
September to June.
Apply with full C.V. and
photo to: Donatella Sarda,
Armagh, 20 Avenue Road,
Armagh, Co. Down, UK.
1435841 460000

ISTANBUL
We need English teachers for
our high school in Istanbul.
Requirements: University degree
(English Language, English
Literature) and pedagogical
experience in English and
British culture. Three years
experience is preferable.
Please send as soon as
possible a full C.V. plus
photograph, and telephone
number to: Mr. Erdem Uluhan,
Cable Kadikoy, Kiz. Lisesi,
Kadikoy, Istanbul, Tur-
key. (15515) 460000

SPAIN
Experienced and qualified
teachers of English required to
teach both children and adults.
Full-time position for Valencia
and Alicante provinces.
Twenty full C.V. and re-
cent photo plus contact tele-
phone number to: Cumbre
English Centre, c/o Phineas
Marshall, 5 Alicante (Spain),
144211 460000

FINLAND
A private school of languages
in Tampere is looking for
TEACHERS OF ENGLISH to
start September 1986. Good
salary, full-time position, im-
mediate start. Apply with full
C.V. and recent photo to: Cumbre
English Centre, c/o Phineas
Marshall, 5 Alicante (Spain),
144211 460000

ISTANBUL
OZEL ATATURK
A private English
school in central Istanbul
requires a teacher with a
TEFL certificate and a
minimum of 3 years' expe-
rience. Good salary, accom-
modation and travel expenses
provided. Early return
allowed. Apply with full C.V.
and recent photo to: Cumbre
English Centre, c/o Phineas
Marshall, 5 Alicante (Spain),
144211 460000

TURKEY
Experienced Teachers of
Mathematics and Biology
required for a well established
private school in Turkey.
D.E.S. and English examina-
tion. One year contract re-
newable. Interest in E.C.E.
Write with C.V. to Box T55
20576, Priory House, 482,
John's Lane, EC1M 460000
(14748)

KARACHI
Established school in
Karachi (medium
of teaching English) requires
immediately trained teacher
for a well established
private school in Karachi.
One year contract re-
newable. Interest in E.C.E.
Apply to Mrs Z. Varis, 7
Lower Morton Road, London
NW5 5EP. (14745) 460000

ITALY
ROME
OUTSTANDING CAREER
OPPORTUNITIES FOR
TEACHERS
at least 3 years senior
TEFL and/or Italian.
- speak good Italian.
- aged 26-35 years.
- be totally committed.
Send C.V. photo refs plus
A.S. to: S.A. E.C. 13, 18
bentley St., London W1.
(14295) 460000

SWITZERLAND
Private boarding school
in Swiss Alps has immedi-
ately trained teachers in
Physics and English, de-
partments, teaching 14-18
yr. high level students.
Apartment provided.
Full-time position.
Apply with C.V. and re-
cent photo to: Cumbre
English Centre, c/o Phineas
Marshall, 5 Alicante (Spain),
144211 460000

EFL TEACHERS FOR SAUDI ARABIA

£15,300 pa tax free and one of the best
expatriate packages in the Middle East

Cable and Wireless, the worldwide telecom-
munications Group, has established a na-
tional telecommunications network for the Saudi
Arabian National Guard. Training is an integral
part of the project at the National Guard's
well-equipped training school in Riyadh, where
theoretical and practical telecommunications
skills are taught.

There are vacancies now and there will be
more at the end of this year for EFL Teachers,
probably aged 30-40, to teach small groups of
National Guardsmen. You should hold a suitable
degree and a formal TEFL qualification with at
least 5 years teaching experience, some of
which should have been gained overseas,
preferably in the Middle East. The ability to
produce effective ESP material particularly at
an elementary level and the use of video in
language teaching is required.

We are offering single status renewable
contracts of approx. 15 months duration with
- Free board and lodging, usually in one of our
well-equipped messes.
- Three rest and recreation breaks per
contract period with all passages
provided.
- The pay package quoted is based on the
current rate of exchange (S.R.S. 83=£1) and
includes a terminal gratuity.

If you're interested, please write quoting
ref. 1158/7, with career details and day-time
contact telephone number, stating your
availability to:
Recruitment Manager, Cable and Wireless plc.,
Mercury House, Theobalds Road,
London WC1X 8BX or telephone 01-405 4980
(24 hours) for an application form.

Cable and Wireless
Helps the world communicate

The Centre for British Teachers

BRUNEI
EFL SECONDARY TEACHERS

Recruitment for PHASE III has now begun. This is an excellent opportunity for EFL teachers to join
very successful Centre project in the Far East.

Contract Dates:
From 1 December 1986 or 4 January 1987 until 31 December 1988.

Salary:
Brunei \$3050 - \$4070 per month tax free (\$3.4 = £1).

Benefits:
Briefing in London; Orientation Course in Brunei; Fare; Baggage Allowance; Subsidised Furnished
Accommodation; Family Allowance; Free or Subsidised Education for School Age Children;
Medical Care; Interest-Free Car Loan; Not Less Than 7 Week's Holiday; Tax-Free End-of-Contract
Gratuity; and Resettlement Advice.

Outlets:
Successful applicants will teach English in Lower Secondary Schools in Brunei. There will be ample
opportunity to produce teaching materials, develop professional skills and take an active part in Centre
in-service training and seminars.

Qualifications:
Applicants must have an Honours Degree, a PGCE and a minimum of 5 years' teaching experience
including 2 years' TEFL.

Preference will be given to single teachers or married teaching couples.

FOR FURTHER INFORMATION AND AN APPLICATION FORM, PLEASE CONTACT:
(Quoting Ref. TBS 1)

The Centre for British Teachers Limited
Quality House Quality Court Chancery Lane LONDON WC2A 1HP
Telephone: 01-242-2882

Posts
Overseas

Japan

English Communication Skills
Supervisor, Ueno Gakuen Junior
College, Tokyo

A college for female students, mostly
Japanese, aged 18 and above.

Duties: to advise on and plan a detailed
syllabus for the English and Cultural Studies
courses; supervision of materials selection;
staff training; teaching up to 12 hours English
per week, helping with grouping and
timetabling students.

Qualifications: candidates should be British,
with a first degree, an MA or MSc in Applied
Linguistics or ELT, a PGCE or RSA Diploma in
TEFL, and 5-7 years' relevant TEFL experience.
Experience of adult/second language (L2) and CPE
programmes desirable.

Salary: Yen 4,500,000 p.a. (\$1 currently = ¥247
approx.).

Benefits: free college accommodation or rent
allowance, education allowance, fares and
baggage.

Contract: two-year local contract guaranteed
by the British Council.
Closing date for applications: 1 August 1986.
Reference: 88 H 36 T

Qatar

Teachers of English
Ministry of Education

Duties: to teach English in either Government
secondary schools or the Government
Language Institute.

Qualifications: candidates must be British
citizens with a British educational background,
aged under 45. A degree in English or Modern
Languages plus a PGCE and a TEFL
qualification are required. Knowledge of
Arabic would be an advantage.

Salary: Q.R. 45,000 p.a. (\$1 = Q.R. 5.58 approx.).
Benefits: rent free accommodation, furniture
allowance, transport allowance, annual
passage-paid home leave, terminal gratuity of
one month's basic salary per year worked
(3-year minimum period).

Contract: three-year contract with Ministry of
Education guaranteed by the British Council,
from 15 September 1986, renewable by mutual
agreement.

Closing date for applications: 1 August 1986.
Reference: 86 A 34-39 T

Key English Language
Teaching Scheme

The KELT Scheme is part of Britain's Aid
Programme to developing countries

Sudan

Post 1: ELT Adviser, In-service
Educational Training Institute,
Khartoum

Duties: in-service training of Sudanese teacher
trainers; materials revision, setting and
marking examinations; counselling and
demonstration for tutors and teacher trainers
in regional institutes, including organisation
of micro teaching; liaison with other teacher
training institutions, both in Khartoum and
in regions; liaison with regional educational
authorities and inspectors; counselling and
integration of British VSO assistant teacher
trainers in regions. These duties will involve
a large amount of travelling under arduous
conditions.

Qualifications: candidates must be UK citizens
with a British educational background. They
must have an MA in Applied Linguistics/TEFL
and at least five years' relevant experience
involving teacher training and materials
production in developing countries.
Experience of Arabic/Muslim countries is
desirable. Typing and Land Rover maintenance
skills are essential.

Reference: 88 K 64 T

Post 2: Materials Writer/Lecturer in
ESP, Sudan National Centre for
Languages, Khartoum

Duties: materials production and revision for
courses organised by ESP department, in
consultation with head of department and
other colleagues; up to 12 hours per week class
teaching of ESP and EAP.
Qualifications: candidates must be UK citizens
with a British educational background. They
must have an MA in Applied Linguistics or
equivalent and three-five years' teaching
experience, including some experience in ESP.
Experience in materials production is
desirable.

Reference: 88 K 65 T

Posts 3 and 4: Two Materials Writers,
English Language Unit, Khartoum
Polytechnic

Duties: one post involves teaching ESP for
Engineering (Mechanical, Electrical and Civil),
the other ESP for Agriculture and Veterinary
Services, on a second year Technician course,
using mainly in-house materials. An intensive
three-week course is offered to first year
Engineers which involves additional materials
writing and teaching. It is intended to
introduce a similar course for students of
Agriculture. A range of extra-curricular
activities is offered.

Qualifications: candidates must be UK citizens
with a British educational background. They
must have an MA, MSc or postgraduate diploma
in Applied Linguistics/TEFL, materials writing
experience, preferably related to Engineering
or Agriculture, and teaching experience in ESP.
Reference: 88 K 66-67 T

Salary: \$11,877-\$14,202 p.a. free of UK income
tax.

Overseas allowances: \$276-\$3,880 depending
on salary and marital status.

Starting date: as soon as possible.
Closing date for applications: 1 August 1986.

Djibouti

English Language Teaching Adviser,
Ministry of Education, Djibouti

Duties: to develop in-service teacher training
at secondary level; to teach 3 hours a week
in a secondary school for the first year; to
participate in the development of on-the-job
training for graduate (untrained) teachers of
English; advise on different approaches to
TEFL, including ESP in technical education
programmes; co-ordinate British Government
Scholarship and bank presentation
programmes; to advise the Ministry about
English teacher training options; both in-
country and overseas; to assist in the
adaptation of the English curriculum.
Qualifications: candidates must be UK citizens
with a British educational background. They
should have a first degree plus a teacher's
certificate and an MA in Applied Linguistics/
TEFL, at least five years' relevant experience
in developing countries, including Francophone
Africa. Previous KELT experience would be
an advantage. Good spoken and written French
is essential.

Salary: \$12,088-\$16,033 p.a. free of UK income
tax.

Overseas allowances: \$1,380-\$4,910 p.a.
depending on salary and marital status.
Date of appointment: September 1986.
Closing date: 20 July 1986.
Reference: 86 K 63 T

Peoples Democratic
Republic of Yemen

Post 1: Adviser/Assistant Professor
in Teacher Education, College of
Education, University of Aden

Duties: in association with the Head of
Department, to develop courses in ELT
methodology for undergraduate students;
advise and assist in the in-service training
activities organised by and for secondary
teachers of English; encourage development
of the Resource Centre; assist in the teaching of
English Language skills to prospective training-
award candidates and University personnel in
the College of Education, Institute for Foreign
Languages; to teach up to nine hours per week;
to assist in the organisation of periods of
teacher practice and teacher observation; to
encourage in-service training for staff in the
Department of English; identify local members
of the Department to take over and recommend
staff for specific training in the UK.

Post 2: Adviser/Assistant Professor
in Language skills with particular
reference to English for science and
technology, College of Education,
University of Aden

Duties: in association with the Head of
Department to develop courses in English
Language for undergraduates; to advise on
the English Language syllabi for the English
Language courses in other degree-awarding
colleges at the University; in particular the
College of Technology; to encourage in-service
training for English Language staff from the
College of Education involved in English for
Science and Technology; to assist in the
organisation and teaching of English skills
to prospective training-award candidates and
University personnel in the College of
Education; to teach up to nine hours per week;
to assist in the organisation of periods of teacher
practice and teacher observation; to assist in
the in-service activities organised by and for
secondary school teachers; identify
local members of the Department to take over
and to recommend staff for specific training in
the UK.

Qualifications: candidates must be UK citizens
with a British educational background. They
must have a first degree, a certificate in TEFL
and an MA in Applied Linguistics/TEFL, at
least five years' relevant experience in
developing countries, including Francophone
Africa. Previous KELT experience would be
an advantage. Good spoken and written French
is essential.

Salary: \$12,088-\$16,033 p.a. free of UK income
tax.

Overseas allowances: \$1,710-\$5,540 depending
on salary and marital status.
Date of appointment: September 1986.
Closing date: 7 August 1986.
Reference: 86 K 71 T

Benefits for all of the above posts: salary free
of UK income tax; free family passages;
children's education allowances and holiday
visits; free furnished accommodation; outfit
allowance; baggage allowance; medical
scheme; employer's contribution to a
recognised superannuation scheme or an
allowance of 11% of salary in lieu.

For further details and an application form,
please write, quoting the post reference
number, to: Overseas Educational
Appointments Department, The British
Council, 65 Davies Street, London W1V 3AA.

The
British
Council

OVERSEAS POSTS
continued

TURKEY
Experienced Teachers of
Mathematics and Biology
required for a well established
private school in Turkey.
D.E.S. and English examina-
tion. One year contract re-
newable. Interest in E.C.E.
Write with C.V. to Box T55
20576, Priory House, 482,
John's Lane, EC1M 460000
(14748)

PRIMARY SCHOOL
TEACHERS

Zambia

Approx. £6000 per annum

The Copperbelt Educational Trust is looking for
qualified teachers for its schools which provide
primary education for the children of mining
industry employees.

The Trust will be particularly interested in
applicants who have worked in independent
schools in Africa or elsewhere.

The job is ideally suited for married teacher
couples, but applications from single teachers will
be welcome, with special consideration being
given to teachers with additional training and
experience teaching English as a second language.
An element of the salary is paid proportionally free
of tax in the UK and benefits for an initial two-year
contract include low cost accommodation, return
air fares for the employee and family, provision for
education and free life assurance.

For an application form please write enclosing a
CV to: The Chief Appointments Officer, Zambia
Appointments Limited, Zimco House, 16-28,
Taberna Street, LONDON EC2A 4BN.

ZAMBIA APPOINTMENTS
Zambia Appointments Limited
a member of the ZAL Holdings Group of Companies

ELT REPRESENTATIVE
Italy

Collins Publishers and Editrice Le Monnier are
seeking to appoint a Representative to promote and
sell the Collins English Language Teaching list to
Italian schools and universities.

Candidates should have at least three years' TEFL
experience, preferably in Italy, and be fluent in both
Italian and English.

To commence in early October, the post will be based
in Florence but will involve extensive travel to
organise teachers' seminars and win adoptions.

A competitive salary is offered, together with a
Company car.

To apply, please write, enclosing a full CV, to:

Christian Kelly,
Personnel Officer,
Collins - Publishers,
8 Grafton Street, London W1X 3LA.

VIENNA INTERNATIONAL SCHOOL
VIENNA, AUSTRIA

(1320 pupils aged 3 to 18 years, 78 nationalities)

Required for September or soon as possible

TEACHER FOR ESL
(Secondary)TEACHER/CORDINATOR
FOR SPECIAL EDUCATION
NEEDS

(1 Primary, 1 Secondary)

Interview in UK in August. For details and applica-
tion form send a large SAE to UK Secretary, 25
Half Lane, Liverpool L3 3DY, Spillie IAEA
Vienna, c/o 12645 ATOM A.

NEW ZEALAND
NGA TAWA SCHOOL
Marton, New Zealand
H.O.D. MATHEMATICS
AND COMPUTING
Applications from suit-
ably qualified teachers are
required for the above posi-
tions.
Full details and information
about the school are
available by writing to: The
Headmaster, Ngarua School,
Private Bag, Marton,
New Zealand. 460000
(14532)

SPAIN
Qualified nursery school
teachers required for bi-
lingual nursery school in
Granada. Send full C.V. and photo
to: Mrs. M. Serrada
House, 57 The Mall, London
W8 3TA. (14531) 460000

SPAIN
Qualified and expe-
rienced teachers of English
(University Graduate) wanted
from October 1986 to June
1987. Apply with full C.V.
and photo to: Mrs. M. Serrada
House, 57 The Mall, London
W8 3TA. (14531) 460000

ITALY
Authorized school of English,
also using English through
TEFL. Teachers. Applicants
should have a degree, a TEFL
certificate, relevant experience
in teaching English to foreigners,
some knowledge of Italian and
the International House or
equivalent teaching diploma.
Salary: approx. £5,000.00
plus benefits. For full details
and application form, please
write to: Mrs. Z. Varis, 7
Lower Morton Road, London
NW5 5EP. (14745) 460000

Interviews will be held in
London from August 12th to
28th.

Write enclosing telephone
number, address, full C.V.,
recent photograph, two refer-
ences and photocopies of
any relevant diplomas to:
Director, Lord Byron College,
c/o International House,
House, 329 Great Portland
Street, London W1P 460000
(14914)

KENYA
GREENACRES SCHOOL

Invites applications from well
qualified and experienced
teachers for the following posts
in their Senior School:
(i) Teacher of English
(ii) Teacher of French and
German to O level standard.
Both positions are from
January 1987.
Applications should be by
letter and include C.V., photo-
graph and names and addresses
of two referees and sent to The
Headmaster, Greenacres
School, P.O. Box 46919, Nairobi,
Kenya. (14531) 460000

KENYA
Physical/Mathematics teacher

required January 1987 private
school Nairobi. Two year con-
tract. Interviews in September
1986.
Details from Professor P.
Fordham, Department of Adult
Education, Southampton Uni-
versity, Southampton SO9
5NH. (14535) 460000

SWITZERLAND

St. George's School for Girls
(19 years) has an unex-
pected teacher of Biology and
Mathematics or chemistry up
to A level standard as of
September 15. Permanent or
temporary appointment.
Apply with full C.V. and
photograph to: Mrs. Z. Varis,
Lower Morton Road, London
NW5 5EP. (14745) 460000

THE INTERNATIONAL
EDUCATOR'S INSTITUTE

Join our worldwide network
of teachers & other educators
and receive 4 issues annually of
TIE, the Institute's newsletter,
natural & vacation listings in
overseas American, British &
other international schools;
vacation houses/flat
exchanges; membership and
privileges & discounts for
hotel, car hire, books etc.; a
vastly reduced rate for school
classified ads in TIE.

Membership fee £25 p.a. inc.
substantial free accident insur-
ance cover.
Writer: TIE Institute, 54 The
Avenue, London W13 8LR, En-
gland. (14775) 460000

NEW ZEALAND

NGA TAWA SCHOOL
Marton, New Zealand
H.O.D. MATHEMATICS
AND COMPUTING
Applications from suit-
ably qualified teachers are
required for the above posi-
tions.

Full details and information
about the school are
available by writing to: The
Headmaster, Ngarua School,
Private Bag, Marton,
New Zealand. 460000
(14532)

SPAIN

Qualified nursery school
teachers required for bi-
lingual nursery school in
Granada. Send full C.V. and photo
to: Mrs. M. Serrada
House, 57 The Mall, London
W8 3TA. (14531) 460000

SPAIN
Qualified and expe-
rienced teachers of English
(University Graduate) wanted
from October 1986 to June
1987. Apply with full C.V.
and photo to: Mrs. M. Serrada
House, 57 The Mall, London
W8 3TA. (14531) 460000

Lancashire
County Council

AN EQUAL OPPORTUNITY EMPLOYER

Education Department, County Hall, Preston

ADMINISTRATIVE ASSISTANT
(SCHOOLS BRANCH)

Salary Scale: Principal Officers Range
Points 43-46 - £14,748 - £16,831 p.a.

Applications are invited for appointment to this senior post.
The successful applicant will undertake various responsibilities
in support of the work of the Assistant and Senior Education
Officers in Schools Branch mainly in the following areas:-
School Admission and Appeal Procedures. Information to
Parents arising from the 1980 Education Act.

The Staffing of Schools (including redeployment and pre-
mature retirement of teachers) following reviews of school
provision.

School Transport Policy

Grant Aid to Pupils

Boarding Education

Applicants should be well qualified and have had good
administrative and school teaching experience.

Application forms and further particulars are obtainable
from the Chief Education Officer, Education Department,
P.O. Box 61, County Hall, Preston, to whom completed
forms should be returned quoting Ref. CO294/1/PJ
(SAE please).

Closing date: 1st August 1986.

(10202)

SENIOR ADVISER
FOR SECONDARY
EDUCATION

Soulbury HT Group 11 (£20,787-£22,332)

East Sussex has a strong Advisory Service and a vacancy will
arise from January 1, 1987, on the retirement of the present Senior
Adviser for Secondary Education.

Applications are invited from suitably qualified and experienced
Headteachers or Advisers with a strong commitment to the
development of young people and to the improvement of schools.
The successful applicant will be expected to advise the County
Education Officer and School Staff and also to lead other advisers
in curriculum development and in matters concerned with school
management.

The Senior Adviser for Secondary Education is directly respon-
sible to the Deputy County Education Officer for advisory work in
this phase and more generally in the Service. This is a challenging
and responsible post and the County Council is seeking applicants
with vision and enthusiasm.

Relocation expenses are payable in approved cases.
Further details and application forms available from the
County Education Officer (ref PAC), PO Box 4, County Hall,
Lewes, East Sussex BN7 1SG (see please).

Closing date: August 1. (Interviews to be held in September).
East Sussex is committed to equal opportunity.

(11330)

EDUCATION DEPARTMENT

SENIOR
EDUCATION OFFICER
(Schools)

Salary £22,113 - £24,105
Post No. B0002

Applications are invited for this senior post within the
County Education Department following the promotion of
the present postholder to the post of Principal Education
Officer (Schools).

The post is second in seniority in the Schools Branch and
the duties will include leading a team of eight Education
Officers (Schools) who have both County-wide and
territorial responsibilities.

ADMINISTRATION - LEA
continued

SEPTON
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
NON-TEACHING POST
CLOSING DATE: 15.8.86
Cambridge Road, Crosby,
Liverpool L15 3JG
CAREERS OFFICER (SENIOR)
£14,500 - £19,500
A qualified CAREERS OFFICER
in possession of the Diploma
in Careers Guidance, is
required for the County
Office. The person appointed
will be responsible for the full
range of vocational guidance
work.
Application forms and further
details are available on request
from the County Office,
Education Officer, Town Hall,
Ruthe, Merseyside L20 7AE.
To whom completed applica-
tions should be returned by
15th AUGUST 1986.
(14016) 480000

HEREFORD
AND WORCESTER
COUNTY COUNCIL

THE CAREERS SERVICE
SENIOR CAREERS OFFICER
TECHNICAL AND
VOCATIONAL
EDUCATION INITIATIVE
HEREFORD
Applications for the
above post are invited from
qualified and experienced
careers officers. Full driving
license essential. Salary
£9,975 - £10,638 per
annum.
Further details and applica-
tion forms from County
Careers Centre, County
Buildings (2nd floor), St
Mary's Street, Worcester
WR1 1TW. Tel: Worcester
353366. Ext. 3498.
Closing date: 1st August
1986. (14586) 480000

Administration
General

SURREY
ADMISSIONS COUNCILLOR
RICHMOND COLLEGE
THE AMERICAN COLLEGE
OF CONCORD
The post involves travel in
the U.K. and overseas and
will be a graduate with knowledge
of the American Education Sys-
tem. Experience of P.H. an
advantage. £9,500 to £10,500
p.a.
Forward a c.v. by 28th July
to: Dr. Robert Leostantour,
Richmond College, Queens-
grove, Richmond, Surrey TW9
6JP or for more details Tel:
01-940 9762. Ext. 847 or 844.
(14743) 500000

BIRMINGHAM

Applications are invited for the
post of
ASSISTANT SECRETARY
(Research and Information)
Salary: £14,500 - £15,792 including
Head Group 3 (current scale
£14,500 - £15,792) including
£204 supplement.
Location: Hillcourt Education
Centre, Redditch, Birm-
ingham.
Conditions of employment,
job description and application
forms are available on request
from: F.A. Smith, Esq.,
N.A.S.U.W.T., Hillcourt Educa-
tion Centre, Redditch, Birm-
ingham B45 8RN. Tel: 041-455
7217/5.
Completed application forms
must arrive on or before 29th
August 1986. (14543) 500000

ESSEX

BELL COLLEGE
Saffron Walden
ADMINISTRATIVE OFFICER
This large, international, co-
educational college invites ap-
plications for the post of Admin-
istrative Officer. This demon-
strates post carries responsibility
for financial management and
personal matters.
Salary in the range £11,991
to £15,581. Excellent condi-
tions of service including
pension, holiday, medical scheme
and BUPA.
Further particulars are avail-
able from Pauline Log, Bell
College, South Road, Saffron
Walden, Essex CB11 3DP. Tel:
0799 230118.
The Bell Educational Trust

All advertisements
are subject to the
conditions of
acceptance of Times
Newspapers Ltd,
copies of which are
available on request.

DIOCESE OF NORWICH

Applications are invited for the responsible post of

DIOCESAN DIRECTOR
OF
EDUCATION

to lead a small professional team serving the
areas of schools work (120 church schools), and
children's, youth and adult education.

For full details and application form please
forward a stamped addressed foolscap envelope
to:

The Norwich Diocesan Council for Education
Holland Court, The Close,
Norwich, NR1 4DU.

Closing date for applications: 15th August, 1986.

Educational
Psychologists

**LEICESTERSHIRE
COUNTY COUNCIL**
An Equal Opportunity

**PART TIME
EDUCATIONAL
PSYCHOLOGIST**

TWO DAYS A WEEK
SCHOOLS
PSYCHOLOGICAL SERVICE
(CHILDREN AND
FAMILY GUIDANCE)

**SALARY: £5,221.20 -
£6,859.20**

Applications are invited
from fully qualified educa-
tional psychologists for this
varied and challenging post
in Leicester and
working in the area team
covering the needs of Leice-
stershire. In particular the
individual appointed to this
post will act as liaison
psychologist to schools in
the Leicestershire area.

Casual car user's allow-
ance.

Further information may
be obtained from Mr. J.A.
Wallis, Principal Education
Psychologist, (Leicester
55501).

Application forms avail-
able on receipt of a.c.e.
from the Director of Educa-
tion, Room 55, County Hall,
Griffiths, Leicester LE1 5EG.
RFP (15502) 500000

**NORFOLK
COUNTY COUNCIL**
EDUCATION
DEPARTMENT
EDUCATIONAL
PSYCHOLOGIST

Salary pro rata Southbury-
Burmham £15,035 - £17,148
p.a.
7 sessions per week (26
hours)

This is a temporary
appointment to cover the
post whilst the present holder
is on maternity leave as
from 1st September 1986.
To join the team of the
western area based at Kings
Lynn and to cover the full
range of psychological work
in schools and with pre-
school children. Applicants
should have an honours de-
gree in psychology, teaching
experience and appropriate
professional training.

Essential car user allow-
ance payable.

Application forms and
further details on receipt of
a.c.e. from the County Educa-
tion Officer, Room 5, County
Hall, Martinus Lane,
Norwich NR1 4DL to be
returned by 1st August
1986. (14777) 500000

**NORFOLK
COUNTY COUNCIL**
EDUCATION
DEPARTMENT
EDUCATIONAL
PSYCHOLOGIST

Salary Southbury-Burmham
£15,035 - £17,148
p.a.

To join the team of the
central area based in Nor-
wich and to cover the full
range of psychological work
in schools and with pre-
school children.

Applicants should have
an honours degree in
psychology, teaching ex-
perience and appropriate
professional training.

Essential car user allow-
ance payable. To take up
post from 1st September
1986. (1754) 500000

Application forms and
further details on receipt of
a.c.e. from the County Educa-
tion Officer, Room 5, County
Hall, Martinus Lane,
Norwich NR1 4DL to be
returned by 1st August
1986. (14778) 500000

Examiners

**NORTHERN
EXAMINING
ASSOCIATION**

GCSE

Re-advertisement
CHIEF EXAMINERS IN
PHYSICS SYLLABUS B
(NUFFIELD APPROACH)

Applications are invited for
three Chief Examiner appoint-
ments in GCSE Physics Sylla-
bus B.

The first examination in
this subject will be in 1988.
Applicants should be under
60, with five recent years' teaching experience and at
least three years' examining
experience, preferably at a
senior level.

Further details and applica-
tion forms may be obtained
from NEA Examiner Appoint-
ment Board, Manchester M15 6EU.
Previous applicants need not
re-apply.

Closing date for applica-
tions: 8 August 1986.
(14560) 600000

**NORTHERN
EXAMINING
ASSOCIATION**

GCSE

Re-advertisement
CHIEF EXAMINERS IN
PSYCHOLOGY

Applications are invited for
two Chief Examiner appoint-
ments in GCSE Psychology.
There will be a Joint O-
level/GCSE examination on the
GCSE syllabus in 1987. The
first GCSE examination will
be in 1988.

Applicants should be under
60, with five recent years' teaching experience and at
least three years' examining
experience, preferably at a
senior level.

Further details and applica-
tion forms may be obtained
from NEA Examiner Appoint-
ment Board, Manchester M15 6EU.
Previous applicants need not
re-apply.

Closing date for applica-
tions: 8 August 1986.
(14559) 600000

Miscellaneous

A SALES CAREER with full
life of Canada offering an
interesting and rewarding
future. Examining security
and opportunity. Full
training, unlimited pro-
mote and executive income.
Suitable applicants, aged be-
tween 25 and 35, can be
employed in the area of
the country. Phone 01-930
6400. Ext. 567 or write Mr.
R.J. Colley, P.O. Box 100,
Barnet, London NW4 3RH.
(16410) 500000

**BUCKINGHAMSHIRE
P.E./SPORTS SCIENCE
GRADUATES**

Exercise Consultants re-
quired to join our full
graduate team. Experience
in dance or health club
management advantageous
but not essential.

For further details
please telephone Martin
Rahn on (0494) 30000.
(14728) 500000

C.V.'s professionally produced
nationwide, low cost, details
061-551 8135.
(1754) 600000

**CONTACT THEATRE COM-
MUNITY TEAM** requires a
South Theatre Organizer. For
details please contact Tina
Earl, Contact Theatre Com-
munity, Devon Street, North-
ampton NR1 4DL. To be
returned by 1st August
1986. (14775) 500000

GCSE
REVISERS

The Northern Examining Association invites applications
for appointment as Reviser, to scrutinize draft question
papers for the 1987 and 1988 examinations. The 1987
draft papers, on GCSE syllabuses being made available one
year early as Joint O-level/CSE examinations, are to be
considered in the autumn of 1986. The 1988 draft papers
are to be considered in the spring or summer of 1987.

Applicants should normally be under 60, with five recent
years' teaching experience and at least three years' ex-
perience as a senior examiner or as a reviser (or similar
appointment).

There are vacancies in the following subjects, all of which
will be examined in 1987.

Accounting	Italian
Animal and Plant Husbandry	Land Surveying
Archaeology	Latin Syllabus B
Building Studies	Law in Society (Rights and Duties)
Commerce	Marine Navigation
Computer Studies	Motor Vehicle Engineering
Control Technology	Office Studies
Craft and Design: Metal	Physical Education
Craft and Design: Wood	Politics and Government
Drama Syllabuses A and B	Psychology
Economics	Religious Studies
Electronics	Syllabuses A & B : three appointments
European Studies	Rural Science
Food Studies	Russian
Geography Syllabuses C and D	Science, Technology and Society
History (Local History)	Social Science
History and Appreciation of Art and Design	Sociology
Home Economics: Child Care and Development	Statistics
Home Economics: Textiles	Textile Studies
Horticulture (Plant Studies)	Typewriting
Industry and Society	Welfare and Society
Information Technology	
Syllabuses A and B	

Reviser posts for syllabuses to be
examined for the first time in 1988
will be advertised later.

Further details and application forms
may be obtained from:

NEA Examiner Appointments
Joint Matriculation Board
Manchester M15 6EU.
Closing date for applications:
15 August 1986.

DESK EDITOR
Primary Maths
Leeds

Arnold-Wheaton is the educational publishing
division of E.J. Arnold, Britain's leading educational
supplier.

We urgently need a desk editor to work closely
with the sponsoring editor on a major new primary
maths project.

The successful candidate is likely to be a primary
school teacher with several years' classroom
experience and a particular interest in, or even
responsibility for, mathematics in the school.

Experience of editorial work is not essential as full
training will be given. However, applicants should
have a good standard of English, be well
organised but imaginative, be able to work
accurately under pressure and have a good
working knowledge of primary mathematics in the
classroom.

If you think you could fill this demanding but
rewarding role, write with full details of your career
to date, including salary to:

Yvonne Pitchforth,
E.J. Arnold & Son Ltd.,
Parkside Lane, Dewsbury Road,
Leeds, LS11 5TD.

This vacancy is open to all people irrespective of
sex, race or disability. (10224)

Somerset County Council
EDUCATION AND CULTURAL
SERVICES COMMITTEE
CAREERS SERVICE

The Careers Service in Somerset is being strengthened to
enable it to respond positively to increasing demands from
post 16 students, YTS Trainees and adults. Following
internal transfers applications are now invited for the
following posts.

Post no 1

Senior Carrers Officer
(Employment and Training)

SALARY SCALE PO 1 £11280 - £12188
Careers Service Headquarters, County Hall, Taunton.
(Fixed term contract for two years in the first instance but
subject to extension.)

To take responsibility for the central development and
coordination of provision related to vocational education,
training and employment.

Two Careers Officers

SALARY SCALE £ £8979 - £9591

Post no 2

YEOVIL AREA

Post no 3

FROME AREA

To carry out the full range of careers guidance duties with
pupils, students and trainees. In addition Post no 3 will carry
responsibility for the coordination and development of
pupil/student work experience throughout the Mendip area.

Two Careers Officers

(DE Funded)

SALARY SCALE £ £8979 - £9591

Post no 4

BRIDGWATER AREA

Post no 5

YEOVIL AREA

To provide guidance and employment services to YTS
Trainees and unemployed young people and to stimulate
employment opportunities for them.

Candidates for all posts should be qualified careers officers.
Wide experience in the Careers Service is essential for Post
No 1 and some previous experience preferable for Post Nos
3, 4, and 5. Applications for the latter posts as well as Post
No 2 will, however, be welcomed from students completing
training this month who have experience in related fields and
who can demonstrate a clear commitment to the
specialised aspects of the duties involved.

Application form and further details from the Chief
Education Officer, Staffing (INT) Section, Education
Department, County Hall, Taunton, Somerset, TA1 4DY
(see please).

Candidates are requested to state clearly the post(s) for
which they are applying.

Closing date 1st August 1986.



General Adviser

PRIMARY EDUCATION
£19,260-£20,766

Required from 1 January 1987. The successful
candidate will be expected to contribute to the
general work of the Advisory team throughout
the Primary age range and to be liaison adviser
to a geographical group of schools.
Application forms and further details (enclose
large S.A.E.) from The Director of Education
(PR), Shire Hall, Sharnfield Park, Reading RG2
9XE. Closing date 29th August 1986.

An Equal Opportunity Employer



Suffolk County Council

Education Department

SENIOR CAREERS OFFICER (TVEI)

POST NO. EX138
£8,979 - £9,591 per annum (pay award pending)
Northern Area Careers Office, Lowestoft.

Applications are invited for this MSC funded post created
to give support to the Technical and Vocational Educational
Initiative Project in Lowestoft. The post is scheduled to run
until 31 March 1989.

Prior knowledge of TVEI is not a requirement, but the suc-
cessful candidate will be expected to contribute to its
philosophy, objectives and classroom learning
approaches.

Applicants, who should be graduates, must hold the
Diploma in Careers Guidance and must have had at least
two years' experience of working as a careers officer.

Relocation expenses are payable where appropriate.

Application forms and further details are available from
the County Education Officer, Education Department, St
Andrew House, Grimwade Street, Ipswich IP4 1LJ. (SAE
please).

(101821)

Careers Officer
(EMPLOYMENT)

£7,920 - £9,591

Required in the North Devon Area Careers Centre,
The Red House, Barnstaple. Preference will be
given to applicants who are qualified Careers
Officers although consideration will be given to
experienced but unqualified Careers Service staff.

Application form and job description from
and returnable to Chief Education
Officer, County Hall, Exeter.

Closing date 8 August
1986.

(01841)

DEVON

GENERAL ADVISER
SECONDARY EDUCATION

£19,986 - £21,492
(Head Teacher - Group 10)

Applications are invited from persons with substantial
and varied teaching experience for this important post in
the Authority's Advisory Team. The successful
candidate will be responsible for advisory work across the
secondary age range but will also contribute to the
development of policies in the whole of the Education
Service. Previous experience as a Head or Adviser is
essential.

Temporary housing (up to 51 weeks), 100% removal
expenses (£800 max.) generous relocation costs and
lodging allowance - where appointee needs to move.

Application forms and job descriptions are
available from the Education Establishment
Section, P.O. Box 56, Civic Centre, Silver Street,
Enfield EN1 3XQ. Telephone 01 366 9387. Closing
date: 1 August 1986.

Please quote reference OGD/622/135.

(101821)

Enfield

An Equal Opportunity Employer

Media and Education
Resources Officer

A person suitably trained in the area of learning resources and
educational technology is required as soon as possible to:

- exploit the media available to produce materials to
promote schemes and display and present information to
wide audiences.
- provide a wide range of learning and teaching materials.
- advise the Authority and its schools and colleges on the
most effective use of educational technology.
- organise a library of materials for reference and loan.
- provide in-service training.

The post is based at Enfield Teachers Centre with a salary
equivalent to Burnham Scale 4 Teacher £10,533 - £14,131.

London Allowance £728. Consideration given to assistance with
removal, relocation costs, temporary housing and two home
allowance.

Application forms (large SAE) and further details
obtainable from the Education Department, Establishment
Section, P.O. Box 56, Civic Centre, Silver Street,
Enfield, EN1 3XQ. Closing date: 1st August 1986.

An equal opportunity employer.

(10212)

Enfield

An Equal Opportunity Employer

ASSOCIATE
TUTOR

POST EXPERIENCE (ADVANCED) TRAINING
OF EDUCATIONAL PSYCHOLOGISTS

**ESSEX COUNTY COUNCIL SCHOOL
PSYCHOLOGICAL SERVICE/
NORTH EAST LONDON POLYTECHNIC**

**SENIOR EDUCATIONAL PSYCHOLOGIST
Scale Headteacher Group 8 £16,795 - £18,273**

Applications are invited from qualified Educational Psychologists
with at least 5 years experience for this challenging new position.

The successful applicant will develop and organise post
experience (Advanced) training activities for Educational
Psychologists in Essex and other specified counties within the
East Anglian region, drawing on the resources of the North East
London Polytechnic and contributing to its teaching programme.

The postholder will work from the North East London Polytechnic
for part of the time and from LEA premises, probably in the
Chelmsford area for the remainder. The postholder will therefore
be expected to live in an area convenient to both locations and can
expect to travel to other counties within the East Anglian region.

Interviews will be held on 24 September 1986.

Informal enquiries may be addressed to Mr J. Ackley, County
Educational Psychologist, telephone 0245 267222; or to Mrs S
Wolfe, telephone 01 690 7722 Ext 4180 (during August also on
01 692 5857).

Closing date: 6th September 1986.

Application forms and further details available from the
County Education Officer (P), PO Box 47, Thredneedle
House, Market Road, Chelmsford, Essex CM1 1LD
(Telephone 0245 267222 Ext 2828).

(10210)

ESSEX
County Council

An Equal Opportunity Employer

Nottinghamshire Staff
Development Project
In-Service Training Modules
(Trist)

Applications are invited from interested
individuals/institutions to design and deliver
one or more competency based in-service
modules related to the following areas of work:

- Multi-Cultural Education
- Special Educational Needs

Each module will engage up to 30 teachers/
lecturers as part of a planned programme of
institution based curriculum and staff
development within the period January-July
1987.

Further details available from the Director of
Education at County Hall. Closing date for
tenders is September 28 1986. Please quote ref.
JSP.

**Nottinghamshire
County Council**
County Hall-West Bridgeford
Nottingham NG2 7QP

An Equal Opportunity Employer

MISCELLANEOUS

NATIONAL COUNCIL OF YMCAs

INNOVATIVE SPORTS HEALTH AND FITNESS

With the support of the Sports Council, the YMCA invites applications from highly qualified persons for this new position.

MEDICAL REPRESENTATIVES

Full Time and Part Time

Secure a better future with WINTHROP

Our client WINTHROP LABORATORIES, part of the STERLING WINTHROP GROUP of Companies, enjoys a first rate reputation with the medical profession. To maintain their excellent sales growth and promote new products, they require additional full time and part time medical sales professionals. With their first class training schemes,

attractive salaries, and excellent terms of employment this is an exciting company in which to develop your career. SSC are selecting candidates aged 22+ who are:

- * Experienced Medical Representatives.
- * Individuals with a strong Medical Scientific background.
- * Those with proven selling skills.

FULL TIME TERRITORIES now available in:
NEWCASTLE / CARLISLE / BORDERS * WIRRAL / NORTH WALES * BATH / BRISTOL / TAUNTON
SWANSEA / WEST WALES * ABERDEEN / INVERNESS

PART TIME TERRITORIES now available in:
GLASGOW / LONDON * NOTTINGHAM / DONCASTER * MANCHESTER / SOUTH MANCHESTER
Candidates for the part time positions must be prepared to work 20 hours per week - mainly in the mornings. Full driving licence essential as a company car will be provided.

Local interviews will be held shortly for their September Training Course. For further information please telephone J. Eames on 01-242 4266 or 01-831 6471 (24 hours). Scientific Staff Consultants, 50 Lincoln's Inn Field, London WC2



The appointed person will be expected to stimulate the development of sports health and fitness programmes throughout the country in liaison with the Christian perspective of the YMCA.

Salary - in the region of £10,500 plus Overtime London Waitlist Allowance.

Further enquiries to Mr Sam Johnston, Head of P & PD Department, National Council of YMCAs, 640 Forest Road, London E3 2JL. Tel: (01) 526 5999, Ext. 221.

Closing date for applications - 7th August 1986.

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

GRAMPIAN REGIONAL COUNCIL

EDUCATION DEPARTMENT

TEMPORARY OUTDOOR EDUCATION INSTRUCTORS

Applicants must have a wide range of experience in outdoor activities including walking, canoeing and climbing. Motivation and qualifications in these activities are important though not essential.

Applicants must be over 21 and have held a clean driving licence for at least 3 years.

Staff/Teacher area (Based in Broomfield) post from August to October 1986.

Salary - in the region of £10,500 plus Overtime London Waitlist Allowance.

Further enquiries to Mr Sam Johnston, Head of P & PD Department, National Council of YMCAs, 640 Forest Road, London E3 2JL. Tel: (01) 526 5999, Ext. 221.

Closing date for applications - 7th August 1986.

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

UNEMPLOYED? STUDYING?
Nanny/M Help. Experienced children. Driver, non-smoker. Tel: 01-242 4266. 660000

BUILD ON YOUR EXPERIENCE

Due to internal promotions Books for Students, a leading supplier of books to schools and public libraries are looking for energetic

SALES REPRESENTATIVES/ADVISERS

in the south, south east and east Midlands areas.

The ideal candidates will be in their 20's or 30's with a teaching, library, or bookkeeping background. A working knowledge of our school bookshop scheme would be an advantage. They will need to be self motivating and well organised.

This is an excellent career opportunity. We offer a competitive salary, c£8,500, a planned training programme and use of company car.

Please reply with full c.v. to Judy Foster, Personnel Co-ordinator, Books for Students, Bird Road, Heathcote, Warwick, CV34 8TB.

Books for Students
A Business of W H Smith and Son Limited.

LOTHIAN REGIONAL COUNCIL DEPARTMENT OF EDUCATION

BENMORE CENTRE FOR OUTDOOR EDUCATION

SENIOR INSTRUCTOR (CANOEING)

Applications are invited from registered teachers for the post of Senior Instructor at this long established residential centre situated in the Argyll Forest Park, 8 miles north of Dundee. The Centre provides a wide variety of courses for school pupils and teachers who reside in Lothian Region.

Candidates should be appropriately qualified with extensive experience of instructing in outdoor pursuits particularly in canoeing and mountaineering. The successful candidate will be responsible for organising the canoeing input of the Centre and the administration of Benmore, an annex of Benmore Outdoor Education.

Full board is available for a single person.

Salary will be in accordance with the current Scottish Teachers' Salaries Memorandum plus a responsibility allowance of £150 per annum.

Further particulars and application forms may be obtained from the Head of Personnel, Personnel Section, 40 Torphichen Street, Edinburgh EH3 8JJ.

Lothian Regional Council is an Equal Opportunity Employer and will prevent discrimination particularly on the grounds of sex, marital status, disability, race, colour, religion, sexual orientation, nationality or ethnic origin.

ACADEMIC ADVISERS REQUIRED

Somerset University is an independent university founded outside the State system in 1982.

The University offers first and higher degree opportunities to mature students by distance learning.

As part of its programme to gain official recognition additional academic support is sought from appropriately qualified individuals.

For further details please contact the Assistant Registrar:

Somerset University
Independent

Ilminster
Somerset TA19 0BG
Tel: (04605) 5255

Ilminster
Somerset TA19 0BG
Tel: (04605) 5255

Ilminster
Somerset TA19 0BG
Tel: (04605) 5255

Ilminster
Somerset TA19 0BG
Tel: (04605) 5255

Ilminster
Somerset TA19 0BG
Tel: (04605) 5255

Ilminster
Somerset TA19 0BG
Tel: (04605) 5255

Ilminster
Somerset TA19 0BG
Tel: (04605) 5255

THE TIMES EDUCATIONAL SUPPLEMENT

OUTDOOR EDUCATION

HEREFORD AND WORCESTER COUNTY COUNCIL

WEST MALVERN FIELD CENTRE

Required from 1st September 1986, a teacher or instructor (field and/or outdoor pursuits) for the Autumn term only. Current driving licence essential.

Burham Scale 1 for equivalent instructor.

Please apply direct by letter or telephone to the Head of Education, Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.

Further details to: Mr. D. L. E. Jones, 154 Southampton Row, London WC1B 5AX.